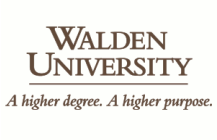

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Emotional Intelligence and Instigation of Workplace Incivility in a Business Organization

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This is to certify that the doctoral dissertation by

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has been found to be complete and satisfactory in all respects,
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2016

Abstract

Emotional Intelligence and Instigation of Workplace Incivility

in a Business Organization

by

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

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Abstract

Workplace incivility is increasing in prevalence and is associated with increased job stress, depression, and anxiety; it is also associated with decreased productivity, job satisfaction, and organizational commitment. Despite the monetary and psychosocial cost of incivility to organizations and individuals, little research has focused on mitigation strategies. The purpose of this correlational study was to determine the relationships between emotional intelligence and instigation of workplace incivility. The theoretical framework was emotional intelligence theory. The central research question posited that higher levels of emotional intelligence are inversely related to instigated workplace incivility. Data were collected electronically from 260 full time employed adult men and women in the United States using the Instigated Workplace Incivility Scale and the Trait Emotional Intelligence Questionnaire Short Form. Hypotheses were tested using Pearson's correlation coefficient and stepwise multiple regression analysis. Findings showed that instigation of workplace incivility was significantly inversely correlated with global trait emotional intelligence (r = -.23, p = .001) and with the emotional intelligence subscales of self-control (r = - .25, p = .001) and emotionality (r = -.21, p = .001). Stepwise multiple regression analysis showed that younger age and lower levels of self-control and emotionality predicted higher levels of incivility. Social change implications include the potential for organizational leaders to preempt incivility by developing employees' emotional intelligence through training and education. Future research is needed to investigate the impact of emotional intelligence training on incivility and key outcomes (e.g., job stress, job satisfaction, productivity, etc.).

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Dedication

I dedicate this dissertation to my wonderful father and mother, who encouraged and supported me educationally and professionally throughout their lifetime. Although both have passed away, and unfortunately will not be able to physically share in my joy of finally finishing this dissertation and attaining my PhD, I know they must be proud and are with me in spirit. I also wish to acknowledge my extended family and my friends and colleagues for their support and understanding throughout my PhD journey, and I look forward to celebrating and sharing this achievement with them.

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Finally, I would like to acknowledge and thank Dr. Tom Granoff for his excellent statistical advice and teaching, which enabled me to comprehensively understand the statistical processes underpinning research, in general, and my research, in particular, a major goal in completing my dissertation and in attaining my PhD.

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Chapter 1: Introduction to the Study

Introduction

Workplace incivility, including rude, demeaning, dismissive, and disrespectful behavior, is costly for individuals and organizations (Cortina, Magley, Williams, & Langhout, 2001; Pearson & Porath, 2005; Porath & Pearson, 2012, 2013). Although conceptualized over a decade ago, results of extensive current research have suggested that workplace incivility is prevalent and increasing across a broad range of professions and organizational levels (Cortina et al., 2001; Cortina et al., 2002; Cortina & Magley, 2009; Doshy & Wang, 2014; Gallus, Bunk, Matthews, Barnes-Farrell, & Magley, 2014; Lim & Lee, 2011). In addition to prevalence, results of extensive research have also characterized the manifestations of uncivil behavior in the workplace (Andersson & Pearson, 1999; Cortina et al., 2001; Cortina et al., 2002).

Researchers have also clearly documented the consequences of workplace incivility (Andersson & Pearson, 1999; Blau & Andersson, 2005; Bibi, Karim, & ud Din, 2013; Cortina et al., 2001; Cortina et al., 2002; Cortina & Magley, 2009; Ferguson, 2012; Harold & Holtz, 2015; Lim & Lee, 2011; Nicholson & Griffin, 2015; Pearson, Andersson, & Wegner, 2001; Pearson & Porath, 2005; Porath & Pearson, 2012; Reich & Hershcovis, 2015; Welbourne, Gangadharan, & Sariol, 2015; Zhou, Yan, Che, & Meier, 2015). However, much less research has focused on ways to minimize or mitigate uncivil behavior in the workplace. Therefore, additional empirical research is needed to further investigate potential mitigation strategies to address incivility in business organizations.

Results of previous research have linked emotional intelligence to improved individual and organizational performance (Bibi et al., 2013; Farh, Seo, & Tesluk, 2012; Giorgi, 2013; Karimi, Leggat, Donohue, Farrell, & Couper, 2014; Libbrecht, Lievens, Carette, & Côté, 2014; Limonero, Fernández-Castro, Soler-Oritja, & Álvarez-Moleiro, 2015; Schlaerth, Ensari, & Christian, 2013; Wolfe & Kim, 2013). However, studies investigating the relationships between emotional intelligence and instigation of workplace incivility have not been done. Given the demonstrated benefits of emotional intelligence, it is conceivable that enhancing individuals' emotional intelligence abilities might be one way organizations can mitigate or minimize incivility within their respective organizations.

The purpose of this descriptive, quantitative, and correlational study was to determine the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. Enhancing individuals' social and emotional intelligence level might be one way organizations can foster a greater sense of civility within the workplace and/or assist individuals to cope more effectively with negative consequences associated with workplace incivility. In Chapter 1, I summarize the relevant workplace incivility and emotional intelligence literature and discuss the research problem, the purpose and significance of the current study, and the research methodology.

Background

Incivility and relationship conflict in the workplace are expected, given the complex nature of social interaction. However, uncivil acts between and among

colleagues are counterproductive to cultivating and sustaining effective working relationships, and are detrimental to individuals and organizations in a number of other ways as well (Golonka & Mojsa-Kaja, 2013; Nicholson, Leiter, & Laschinger, 2014; Pearson & Porath, 2005; Wu, Zhang, Chiu, Kwan, & He, 2014). Specifically, over time, repetitive acts of incivility disrupt teamwork, decrease worker productivity, and erode the quality of working relationships (Bibi et al., 2013; Leiter, Laschinger, Day, & Oore, 2011; Pearson & Porath, 2005; Porath, Gerbasi, & Schorch, 2015; Porath & Pearson, 2012, 2013; Scott, Restubog, & Zagenczyk, 2013).

Results of several studies have shown that targets, as well as observers, of incivility report greater levels of job stress, decrease their work hours and effort, and are less productive. In addition, 12% of individuals will leave the organization as a direct result of the incivility (Andersson & Pearson, 1999; Cortina et al., 2002; Cortina et al., 2001; Lim & Lee, 2011; Pearson et al., 2001; Pearson & Porath, 2005; Porath & Pearson, 2012; Reich & Hershcovis, 2015). Because workplace incivility is damaging and costly to individuals and organizations, researchers have urged organizational leaders to make it a priority to gain greater insight into exactly what workplace incivility is and how it manifests itself within business organizations (Harold & Holtz, 2015; Pearson & Porath, 2005, 2013).

Specifically, experts agree that incivility contributes to a hostile work environment and urge organizational leaders to make it a priority to gain insight into the antecedents, manifestations, and consequences of uncivil behavior (Cortina et al., 2001 Doshy & Wang, 2014; Gray & Gardiner, 2013; Pearson & Porath, 2005). Experts also

urge business leaders to provide employees safe and trusted outlets for reporting incivility when it does occur (Cortina & Magley, 2009; Doshy & Wang, 2014). Finally, experts have also recommended that leaders invest in training and educational programs for themselves and their employees to prevent incivility, or at the very least, minimize its incidence and negative impact (Cortina et al., 2001; Cortina & Magley, 2009; Doshy & Wang, 2014; Leiter et al., 2011; Leiter, Day, Oore, & Laschinger, 2012; Pearson et al., 2001; Pearson & Porath, 2005).

Experts have noted that when organizational leaders ignore or fail to recognize and address uncivil behavior, they put themselves and their employees at risk for more frequent and widespread incivility and/or escalation to more serious forms of interpersonal mistreatment (Bibi et al., 2013; Cortina et al., 2001; Cortina & Magley, 2009; Gray & Gardiner, 2013; Pearson et al., 2001; Sprung & Jex, 2012). While much research has been done over the last decade investigating the prevalence, antecedents, and consequences of workplace incivility, much less research has focused on ways to prevent workplace incivility or to mitigate its negative consequences (Kunkel & Davidson, 2014; Leiter et al., 2011; Leiter et al., 2012). The primary focus of the current research was on investigating the relationships between emotional intelligence and instigation of workplace incivility.

Results of previous research have linked emotional intelligence to a number of positive individual and organizational outcomes. For example, higher levels of emotional intelligence have been linked to enhanced stress and anxiety management (Dong, Seo, Smith & Bartol, 2014; Gawali, 2012; Johnson & Blanchard, 2016; Karimi et al., 2014;

Burnett & Pettijohn, 2015; Singh & Sharma, 2012; Ugogi, 2012). In addition, researchers have also shown that emotional intelligence level is positively correlated with improved teamwork and productivity and negatively correlated with workplace deviance and counterproductive work behaviors (De Clercq, Bouckenooghe, Raja, & Matsyborska, 2014; Jung & Yoon, 2012).

Still others have demonstrated that emotional intelligence contributes to heightened interpersonal sensitivity, greater ability to connect and communicate effectively with coworkers, and higher quality interpersonal relationships (Amudhadevi, 2012; Chhabra & Chhabra, 2013; Gorgens-Ekermans & Brand, 2012; Hakkak, Nazarpoori, Mousavi, & Ghodsi, 2015; Moore & Mamiseishvili, 2012; Nel, Jonker, & Rabie, 2013; Ng, Ke, & Raymond, 2014; Ruiz-Aranda, Extremera, & Pineda-Gallan, 2014). While the benefits of emotional intelligence in an organizational setting are well documented, studies evaluating the relationships between emotional intelligence level and instigation of workplace incivility have not been done. Therefore, a descriptive, quantitative, and correlational study was needed to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility.

Workplace Incivility

Andersson and Pearson (1999) are credited with conceptualizing workplace incivility, defining it as "low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect" (p. 457). Incivility includes a variety of workplace behaviors that can seriously undermine trust and mutual respect between individuals (Andersson & Pearson, 1999; Blau & Andersson, 2005).

Specifically, incivility is rude, condescending, dismissive, or disrespectful behavior directed at one or more colleagues (Andersson & Pearson, 1999; Blau & Andersson, 2005; Pearson et al., 2001; Porath & Pearson, 2013).

Common manifestations of incivility include verbally or nonverbally discrediting a colleague, directing disparaging remarks toward a colleague, dismissing or disregarding a colleague's actions or decisions, or excluding a colleague from key business activities (Andersson & Pearson, 1999; Pearson et al., 2001; Porath & Pearson, 2013). Undermining trust and mutual respect between and among colleagues is one of the more serious consequences of incivility because it has the potential to erode existing working relationships and make it much more difficult to establish and maintain collaborative working relationships going forward (Leiter et al., 2011; Leiter et al., 2012; Li & Tan, 2013; Pearson & Porath, 2005). The negative impact workplace incivility has on individuals and organizations is described in more detail below.

Results of empirical research have shown that workplace incivility is psychologically and psychosocially disruptive to individuals and organizations, resulting in increased stress, depression, and anxiety, and decreased productivity, job satisfaction, and organizational commitment (Cortina & Magley, 2009; Laschinger, Wong, Regan, Young-Ritchie, & Bushell, 2013; Stecker & Stecker, 2014). Direct targets as well as observers of incivility have reported that uncivil behaviors in the workplace are a constant source of annoyance, frustration, and confusion. Targets and observers of incivility have also reported increased stress and anxiety and countless wasted work hours agonizing over what the instigator's underlying message was, why certain

individuals were targets of such behavior, and who will be the next target (Porath & Pearson, 2013; Sakurai & Jex, 2012).

In addition to increased stress, anxiety, and worry, workplace incivility also disrupts team focus and impacts productivity. For example, researchers have shown that targets lose work time constantly reliving uncivil exchanges with colleagues to garner support and seek vindication. Similarly, managers and peers, who are the sounding boards for uncivil exchanges, also lose work time lending support and managing dysfunctional relationships and counter-productive work behaviors (Cortina et al., 2001; Porath & Pearson, 2013).

Results of research have also shown that an overwhelming majority of individuals cope with incivility by avoiding or minimizing contact with the instigator (Beattie & Griffin, 2012b; Bibi et al., 2013; Cortina et al., 2001; Cortina et al., 2002; Cortina & Magley, 2009; Doshy & Wang, 2014; Harold & Holtz, 2015; Loi, Loh, & Hine, 2015). Others respond to experienced or observed incivility by engaging in less organizational citizenship behavior, such as helping behaviors (Taylor, Bedeian, & Kluemper, 2012a) or through absenteeism, tardiness, and even turnover (Cortina et al., 2001; Ghosh, Reio Jr., & Bang, 2013; Giumetti, McKibben, Hatfield, Schroeder, & Kowalski, 2012; Lim & Lee, 2011; Sliter, Sliter, & Jex, 2012). Responses to uncivil behavior, including avoidance, absenteeism, and turnover, are just a few of the ways incivility negatively impacts organizational performance and productivity.

More recently, researchers have investigated the extent to which mistreatment at work carries over from the office to the home, negatively impacting targets' personal life

(e.g., family members, family life, etc.). For example, Demsky, Ellis, and Fritz (2014) found, in a survey of 107 nonacademic college and university employees, that mistreatment at work decreased levels of after work psychological detachment and increased levels of both self- and significant other-reported work-to-family and family-to-work conflict (p. 200). Similarly, Nicholson and Griffin (2015) surveyed 175 legal professionals who answered questions daily for five consecutive workdays about experienced workplace incivility, psychological detachment, situational wellbeing, and next day recovery. Controlling for job demands, results indicated that daily incivility reduced after work psychological detachment and next day recovery by 21% and 16%, respectively (p. 222).

Finally, Ferguson (2012) surveyed 190 full time employed men and women whose partners also provided complete survey data. Employees answered questions about coworker incivility and marital satisfaction and partners provided information about marital satisfaction, family-to-work conflict, and stress transmission. Results showed that coworker incivility negatively impacted the target and target's partner, resulting in decreased marital satisfaction of target and partner, as well as, partner family-to-work conflict. As Ferguson concluded:

> These findings suggest that the stress of incivility is not left in the workplace but is carried home to the family domain where it affects the target's relationships with family members as seen through partner marital satisfaction and then crosses back over into the work domain of the target's partner through family-to-work conflict. (p. 583)

Finally, although more subtle and despite its low intensity compared to other forms of interpersonal mistreatment (i.e., physical aggression, bullying, harassment, or violence), researchers have also suggested that workplace incivility, left unchecked, can escalate to more serious and even physical forms of mistreatment (Cortina & Magley, 2009; Pearson et al., 2001; Taylor, Bedeian, & Kluemper, 2012b). Collectively, findings from extensive previous research have suggested that leaders need to seriously evaluate the potential for workplace incivility within their own organizations and implement strategies to mitigate uncivil behavior or, at the very least, mitigate its negative consequences. The impact of emotional intelligence on individual and organizational performance and its relationship to the current study is described in more detail below.

Emotional Intelligence

Results of previous research have shown that collaborative working relationships are a hallmark of efficient and effective 21st century business organizations (Leiter et al., 2011; Pearson et al., 2001; Pearson & Porath, 2005; Vishnupriya & Sakthipriya, 2013). As Leiter et al. (2011) noted, "When doing complex work, employees call on one another's expertise, energy, and wisdom. Factors such as rude, uncivil social exchanges that inhibit these exchanges waste valuable resources of knowledge and potential" (p. 1258).

In the current business climate, effective working relationships are a necessity and acts of incivility are detrimental to cultivating and sustaining constructive working relationships, particularly when trust between colleagues is compromised (Leiter et al., 2011; Pearson et al., 2001; Pearson & Porath, 2005). As Leiter et al. suggested, and as

research has shown over the last decade, acts of incivility threaten and potentially thwart the synergistic effort among individuals and work groups, negatively impacting teamwork and overall organizational performance (Pearson & Porath, 2005; Porath & Pearson, 2013). However, according to Salovey and Mayer (1990), emotionally intelligent individuals have a greater ability to perceive, understand, and appropriately interpret a variety of emotions encountered in self and others in daily interactions, and an ability to use emotional information for effective interpersonal interaction.

Similarly, Goleman (2006) conceptualized emotional and social intelligence as the ability to assess and use a variety of noncognitive cues and information for effective social interaction. Goleman suggested that emotionally intelligent individuals are self-aware, enabling greater perception of how they react emotionally to a variety of environmental stimuli, particularly as it relates to human interaction. Social intelligence, on the other hand, enables greater perception of the impact of others' emotions on them and an ability to utilize this understanding to facilitate positive interpersonal interaction. According to Goleman, social and emotional intelligence enables an individual to gain greater insight into how one manages difficult personalities (i.e., aggression, rudeness, finger-pointing/blaming, single-mindedness, etc.) and addresses and resolves conflict.

Goleman (2006) suggested that enhancing one's social and emotional intelligence is important in that "Sensing what other people intend-and why-offers invaluable social information, letting us keep a step ahead of whatever will happen next, like social chameleons" (p. 42). For example, social and emotional intelligence competencies afford individuals an ability to gain greater understanding of, and control over, situations in

which they typically react rather than respond as a result of inappropriately internalizing and personalizing others' comments. Social and emotional intelligence also enables individuals to gain greater insight into how they deal with difficult personalities (i.e., aggression, rudeness, finger-pointing/blaming, single-mindedness) and hones their ability to address and resolve conflict in ways that facilitate or preserve effective working relationships.

Individuals respond to difficult personalities and stressful social interactions in different ways based on underlying personality characteristics and learned coping mechanisms. However, controlling for individual personality characteristics, learned coping mechanisms, and a number of other factors (e.g., age, gender, etc.), emotional intelligence has been linked to a number of positive individual and organizational outcomes. Some of these include improved physical and mental health and well-being (Fernández-Abascal & Martín-Díaz, 2015; Mikolajczak et al., 2015).

Additional benefits of emotional intelligence include enhanced organizational citizenship behaviors, specifically altruism, helping, and civic virtues (Alfonso, Zenasni, Hodzic, & Ripoll, 2016; Ng et al., 2014; Turnipseed & Vandewaa, 2012) and improved individual and organizational performance outcomes (Farh et al., 2012; Gao, Shi, Niu, & Wang, 2012; Gooty, Gavin, Ashkanasy, & Thomas, 2014; Greenidge, Devonish, & Alleyne, 2014; Karimi et al., 2014; Libbrecht et al., 2014; Limonero et al., 2015; Karim, Bibi, Rehman, & Khan, 2015; Schlaerth et al., 2013; Tofighi, Tirgari, Fooladvandi, Rasouli, & Jalali, 2015; Wolfe & Kim, 2013; Yuan, Tan, Huang, & Zou, 2014). Although incivility and emotional intelligence have been widely studied over the last decade,

studies investigating the relationships between emotional intelligence and instigation of workplace incivility have not been done.

In summary, while incivility and its negative impact on individuals and organizations is well characterized, fewer empirical studies have focused on incivility mitigation. Therefore, a descriptive, quantitative, and correlational study was needed to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. As leaders evaluate their own organizations for prevalence of incivility and consider available strategies to mitigate or minimize uncivil behavior, it is conceivable that raising individuals' level of emotional intelligence might be one way organizations can potentially mitigate or minimize the negative consequences of workplace incivility on individuals and organizations. Results of the current study fill a gap in the extant literature by studying and reporting on the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility.

Problem Statement

Workplace incivility is prevalent and increasing, and associated with negative consequences for individuals and organizations. For example, Gallus et al. (2014) found that, among 353 full time employed men and women across varied occupations and industries, 85% had experienced incivility, and 77.8% had instigated incivility within the previous year. Others have reported that targets and observers of incivility experience greater levels of job stress, decrease their work hours and effort, decrease their productivity, and that 12% of individuals leave the organization as a direct result of the incivility (e.g., Reich & Hershcovis, 2015; Sakurai & Jex, 2012).

Higher emotional intelligence levels have been linked to improved individual and organizational outcomes (Karimi et al., 2014; Libbrecht et al., 2014; Limonero et al., 2015); however, studies evaluating the relationships between emotional intelligence and instigation of workplace incivility have not been done. Therefore, a descriptive, quantitative, and correlational study was needed to investigate the relationships between an individuals' level of emotional intelligence and their instigation of workplace incivility.

Purpose of the Study

The purpose of this quantitative, descriptive, and correlational study was to investigate the relationships between individuals' level of emotional intelligence (independent variable) and their instigation of workplace incivility (dependent variable). Validated questionnaires were used to measure instigated workplace incivility and emotional intelligence. SurveyMonkey recruited the sample for this study, which comprised adult men and women in the United States who were currently employed full time, and had a minimum of 5 years of experience in their current profession or occupation, and a minimum of 2 years of experience at their current organization. Control variables analyzed included age, race, gender, profession or occupation, number of years in current profession or occupation, organizational level, and number of years at current organization.

Results of this study add to the incivility and emotional intelligence literature by focusing research efforts on a potential strategy for minimizing or mitigating incivility in the workplace. Organizational leaders need to mitigate or successfully manage workplace

incivility so that all employees, regardless of age, race, gender, position, or level within the organization, are guaranteed a work environment and organizational culture that supports positive regard and mutual respect for all individuals. Increasing employees' emotional intelligence level might be one way organizational leaders can mitigate or minimize incidence and impact of workplace incivility.

Research Questions and Hypotheses

Workplace incivility is prevalent and increasing, and associated with negative consequences for individuals and organizations. For purposes of this study, the following research questions and hypotheses were posed:

RQ1: Within an organizational setting, what is the relationship between an individual's global trait emotional intelligence and that individual's instigation of workplace incivility?

$H_0$1: An individual's global trait emotional intelligence is not related to that individual's instigation of workplace incivility.

H_a1: An individual's global trait emotional intelligence is inversely related to that individual's instigation of workplace incivility.

RQ2: Within an organizational setting, what is the relationship between an individual's self-control and that individual's instigation of workplace incivility?

$H_0$2: An individual's self-control is not related to that individual's instigation of workplace incivility.

H_a2: An individual's self-control is inversely related to that individual's instigation of workplace incivility.

RQ3: Within an organizational setting, what is the relationship between an individual's emotionality and that individual's instigation of workplace incivility?

$H_0$3: An individual's emotionality is not related to that individual's instigation of workplace incivility.

H_a3: An individual's emotionality is inversely related to that individual's instigation of workplace incivility.

RQ4: Within an organizational setting, what is the relationship between an individual's sociability and that individual's instigation of workplace incivility?

$H_0$4: An individual's sociability is not related to that individual's instigation of workplace incivility.

H_a4: An individual's sociability is inversely related to that individual's instigation of workplace incivility.

Hypotheses were tested using Pearson's correlation coefficient *r* and stepwise regression analysis.

Theoretical Framework for the Study

The theoretical framework for this study was emotional intelligence as initially defined by Salovey and Mayer and as further advanced by Goleman. Similar to Salovey and Mayer (1990), Goleman's (2006) theory of emotional intelligence posits that individuals' professional effectiveness is dependent on more than their cognitive ability and, to a large extent, is highly dependent on both their intrapersonal and interpersonal skills, what Goleman referred to as emotional and social intelligence.

As discussed in this chapter, results of previous research have linked emotional intelligence to improved individual and organizational performance and outcomes. It is conceivable that raising individuals' emotional intelligence level might be one way organizational leaders can lessen incidence of instigated workplace incivility or minimize incivility impact. Leaders wishing to enhance individuals' intra- and interpersonal skills have found it feasible and beneficial to test individuals' level of emotional intelligence and to provide individuals formal training to enhance emotional intelligence skills (Choi, Song, & Eunjung, 2015; Davis & Leslie, 2014; Lolaty, Ghahari, Tirgari, & Fard, 2012; Malik, Karim, Bibi, & Mohammad, 2015; Sadri, 2012; Sigmar, Hynes, & Hill, 2012; Thory, 2013; Weis & Arnesen, 2014).

Nature of the Study

Quantitative and correlational methodology, which is utilized to determine relationships between variables under investigation, was used in this study to investigate the relationships between emotional intelligence and instigation of workplace incivility. Validated survey instruments were used to quantitatively measure emotional intelligence (the independent variable) and workplace incivility (the dependent variable). Standard statistical measures (i.e., descriptive analysis, correlation, and regression analysis) were employed to show correlations between variables and to conduct hypotheses testing. The specific statistical tests utilized are discussed in more detail in Chapter 3.

Validated survey instruments are available and have been used in previous studies to quantitatively determine an individual's level of emotional intelligence such as the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), Version 2.0 (Mayer et

al., 2002a); the Emotional Quotient Inventory (EQ-I) (BarOn, 2005); and the Trait Emotional Intelligence Questionnaire (TEIQue), Version 1.50 (Petrides, 2009). In addition, validated survey instruments exist to measure instigated workplace incivility such as the Workplace Incivility Scale (Cortina et al., 2001) and Instigated Workplace Incivility (Blau & Andersson, 2005). The specific instruments and reason chosen for the current study are discussed in greater detail in Chapter 3.

SurveyMonkey recruited the sample for this study. I selected SurveyMonkey for a number of reasons. First, SurveyMonkey has over 10 years of experience and is a leading provider of web-based surveys. Second, the sample size for this study was relatively large (385 participants) and included very specific eligibility criteria so I selected SurveyMonkey to facilitate the timely recruitment and enrollment of study participants. Finally, I selected SurveyMonkey to also enable participation by both males and females across a broad range of ages, ethnic backgrounds, industries, and professions.

Eligibility criteria were used to identify adult men and women who were employed full time (at least 36 hours/week). In addition, participants had a minimum of 5 years of experience in their current profession or occupation, a minimum of 2 years at their current organization or place of employment, and were willing to spend 35 minutes to provide demographic information and complete two questionnaires. Participants were told that participation was voluntary and that data were collected anonymously. Therefore, it was hoped that individuals who voluntarily agreed to participate would fulfill their responsibilities as research participants by completing all questionnaires honestly and in a timely manner.

Eligible participants read an IRB approved informed consent form and indicated their approval to participate by clicking on the study link provided through SurveyMonkey. Participants provided demographic data (control variables) including age, race, gender, profession or occupation, number of years in current profession, level within the organization, and number of years at current organization. Finally, participants completed two multi-item, validated questionnaires, one to measure instigated workplace incivility and the other to measure trait emotional intelligence.

Definitions

Workplace Incivility: For purposes of this study, "low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect" (Andersson & Pearson, 1999, p.457).

Emotional Intelligence: The extent to which an individual can recognize, understand, use, and manage their own emotions and the emotions of others for productive interpersonal encounters (Salovey & Mayer, 1990).

Interpersonal: Patterns of behavior encountered when individuals interact or "connect" with one another (Goleman, 2006).

Intrapersonal: Patterns of behavior within an individual (Goleman, 2006).

Ability-based emotional intelligence: The set of abilities including perceiving, understanding, using, and regulating that in combination define an individual's ability to effectively use emotional information (Khalili, 2012).

Mixed-model based emotional intelligence: The combination of abilities and traits (including personality characteristics) that in combination define an individual's competencies with regard to the intelligent use of emotional information (Khalili, 2012).

Trait emotional intelligence: For purposes of this study, "a constellation of emotional self-perceptions located at the lower levels of personality hierarchies and measured via the trait emotional intelligence questionnaire" (Cooper & Petrides, 2010, p. 449).

Global trait emotional intelligence: A combination of abilities, traits, and personality characteristics that enable perception, understanding, and use of emotional information for effective interpersonal interaction (Petrides, 2009)

Wellbeing: A factor or subscale of trait emotional intelligence that includes traits such as self-esteem, happiness, and optimism (Petrides, 2009)

Self-control: A factor or subscale of trait emotional intelligence that includes traits such as emotion regulation, stress management, and low impulsiveness (Petrides, 2009)

Emotionality: A factor or subscale of trait emotional intelligence that includes traits such as emotion perception, empathy, emotion expression, and relationships (Petrides, 2009)

Sociability: A factor or subscale of trait emotional intelligence that includes traits such as assertiveness, social awareness, and emotion management (Petrides, 2009)

Assumptions

The assumptions for the current study were that potential research participants would provide honest answers to all screening questions and voluntarily agree to participate only if they fulfilled all entry criteria. It was also assumed that research participants would answer all survey questions completely, honestly, and in a timely fashion. To ensure, to the extent possible, that participants would answer all questions completely and honestly, the consent form included an estimate of the amount of time necessary to provide demographic information and complete the two questionnaires. The consent form also informed participants that their responses would be confidential (e.g., data were collected anonymously), that they were free to discontinue participation at any time if they chose, and that, upon request, the principal investigator would provide results to participants of the study, taking into account issues of confidentiality.

Another assumption of this study was that the intended number of participants would agree to participate during the recruitment period. Finally, it was assumed that the large sample size would enable participation by both males and females across a broad range of ages, ethnic backgrounds, industries, and professions, thereby increasing the likelihood that the sample would be representative of the population to which the investigator intended to generalize.

Scope and Delimitations

The scope of this study was to determine the relationships between individuals' levels of emotional intelligence and their instigation of workplace incivility. Participants were adult men and women in the United States who were currently employed full time,

had a minimum of 5 years of experience in their current profession or occupation, had a minimum of 2 years at their current organization, and were willing to spend approximately 35 minutes to provide demographic information and complete two questionnaires. As a result of the eligibility criteria employed for the current study, results of this study can only be generalized to full time employed adult men and women in the United States with a similar profile.

Limitations

This research incorporated self-report survey tools and relied on honest responses to questions of instigated workplace incivility and emotional intelligence.

Significance of the Study

Results of this research adds to the workplace incivility literature in two specific ways. First, data collected on instigated workplace incivility adds to the existing body of knowledge regarding the prevalence of incivility across a broad range of ages, ethnic backgrounds, industries, and professions. Second, this research also adds to the current smaller body of knowledge addressing ways in which business organizations can potentially minimize or mitigate incidence of workplace incivility.

Results of this research also add to the emotional intelligence literature, since studies specifically evaluating the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility have not been done. As previously noted, researchers have established that individuals' levels of emotional and social intelligence can be determined and developed through training and education

(Lolaty et al., 2012; Sadri, 2012; Schutte, Malouff, & Thorsteinsson, 2013; Sigmar et al., 2012; Thory, 2013; Weis & Arnesen, 2014; Zautra, Zautra, Gallardo, & Velasco, 2015).

Finally, results of this research contribute to social change by exploring the prevalence of instigated workplace incivility in the current business climate more than a decade after incivility was first conceptualized. Leaders of business organizations are ethically and morally responsible for ensuring their employees are treated with respect and dignity. Employees also have a responsibility to the organization and its employees to conduct themselves in a civil manner and to treat one another with respect and dignity. Ultimately, organizational leaders need to mitigate, or at the very least successfully manage, workplace incivility so that all employees, regardless of age, race, gender, position, or level within a given organization, are guaranteed a work environment and organizational culture that supports mutual respect and positive regard for all individuals.

Summary

Workplace incivility is prevalent, increasing, and associated with a host of negative consequences for individuals and organizations. As discussed in this chapter, the prevalence, manifestations, antecedents, and consequences of uncivil behavior in the workplace are well documented. However, there is a paucity of research evaluating processes or strategies to minimize or mitigate workplace incivility and the negative consequences of uncivil behavior on individuals and organizations (Hodgins, MacCurtain, & Mannix-McNamara, 2013; Porath & Pearson, 2012, 2013).

Emotional intelligence has been linked to improved individual and organizational performance in a number of ways. However, studies specifically investigating the

relationships between emotional intelligence and instigation of workplace incivility have not been done. Therefore, the purpose of this research was to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility.

In Chapter 2, I discuss the relevant literature related to the research problem and research questions described in Chapter 1. Specifically, I discuss the historical and current literature related to the workplace incivility construct and the theoretical underpinning for the current study, emotional intelligence theory. In Chapter 3, I describe the research design and choice of research method, the target population and sampling method, the source and types of data collection, and the methods for statistical analysis. In Chapter 4, I present the results of the current study and in Chapter 5, I discuss the implications of the findings, limitations of the current study, and recommendations for future research.

Chapter 2: Literature Review

Introduction

Workplace incivility is prevalent, increasing, and associated with increased job stress, depression, and anxiety, along with decreased productivity, job satisfaction, and organizational commitment. Despite the cost of incivility to individuals and organizations, little research has focused on mitigation strategies. The purpose of this descriptive, quantitative, and correlational study was to investigate the relationships between emotional intelligence and instigation of workplace incivility. In Chapter 2, I summarize the background information from the literature as it relates to the current study. The primary topics discussed include workplace incivility and emotional intelligence theory.

This literature review includes information derived mainly from scholarly, peer reviewed journals (i.e., *Journal of Occupational Health Psychology, Journal of Organizational Behavior, Basic and Applied Social Psychology, Journal of Nursing Management, Journal of Applied Social Psychology, Journal of Personality and Social Psychology, Journal of Applied Psychology, Academy of Management Review, International Journal of Human Resource Management*). Journal articles were identified from databases including Academic Search Complete, Business Source Complete, PsycARTICLES, PsycINFO, SAGE Premier, Google Scholar, and CINAHL. Key search words included one or more of the following: *emotional intelligence, workplace incivility, uncivil behavior, organization, interpersonal mistreatment, trust, teamwork,*

team, effectiveness, communication, job stress, job satisfaction, psychological distress, organizational commitment, job turnover, and *counterproductive*.

Although emphasis was on deriving and summarizing information from peer reviewed journals published within the previous five years, specifically 2012 to 2016, the following literature review also includes information from relevant seminal references, specifically those that relate to the historical foundation and initial investigation of workplace incivility and emotional intelligence. In the first section of Chapter 2, I define workplace incivility and review the historical and current literature on its prevalence and manifestations, antecedents, consequences, and proposed mitigation techniques. In the second section, I discuss emotional intelligence as the theoretical underpinning for the current study. And in the third section I discuss the relevance of emotional intelligence as it relates to instigation of workplace incivility and the current study.

Workplace Incivility

Andersson and Pearson (1999) are credited with conceptualizing workplace incivility, which they defined as "low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect" (p.457). Workplace incivility has also been described as "disrespectful behavior that undermines the dignity and self-esteem of employees and creates unnecessary suffering. Behaviors of incivility indicate a lack of concern for the well-being of others and are contrary to how individuals expect to be treated" (Zauderer, 2002, p. 38). Experts agree that while what specifically constitutes incivility may differ across different organizations and cultures, the underlying premise is nonetheless the same.

Incivility within a given organization or culture is any behavior that manifests a disregard for others and ultimately violates mutual trust and respect between and among individuals (Andersson & Pearson, 1999; Pearson et al., 2001; Zauderer, 2002). However, interpersonal abuse includes workplace incivility, as well as more intense forms of mistreatment, including violence, aggression, bullying, tyranny, and harassment. Although these various constructs overlap, what distinguishes workplace incivility from other more intense and more serious forms of interpersonal mistreatment are its defining characteristics, specifically, that incivility is subtle, nonphysical, of low intensity, and its intent to harm is ambiguous (Andersson & Pearson, 1999; Pearson et al., 2001).

In general, workplace incivility is rude, condescending, discourteous, or dismissive behavior directed at one or more colleagues (Andersson & Pearson, 1999; Pearson et al., 2001). Results of extensive research have characterized common manifestations of workplace incivility. Specifically, manifestations of incivility may be verbal or nonverbal and may occur in public or in private. They may involve discrediting a colleague or directing disparaging remarks toward a colleague; dismissing or disregarding a colleague's direction or decisions; or excluding a colleague from key business decisions or activities (Andersson & Pearson, 1999; Cortina et al., 2001; Cortina et al., 2002; Pearson et al., 2001; Porath & Pearson, 2013).

Workplace incivility has been studied extensively over the past 15 years and experts agree that uncivil behavior in the workplace is prevalent, increasing, and detrimental to individuals and organizations (Bunk & Magley, 2013; Cortina et al., 2001; Cortina & Magley, 2009; Ferguson, 2012; Gallus et al., 2014; Lim & Lee, 2011;

Nicholson & Griffin, 2015; Pearson & Porath, 2005; Porath & Pearson, 2013; Sliter et al., 2012; Zhou et al., 2015). Although acts of incivility may seem insignificant on the surface, experts caution that even minor or infrequent episodes should not be ignored. Over time, these low intensity subtle acts of incivility have a cumulative negative effect on individuals and organizations (Andersson & Pearson, 1999; Bibi et al., 2013; Cortina et al., 2001; Cortina et al., 2002; Pearson et al., 2001; Porath & Pearson, 2013).

In addition, as Cortina and Magley (2009) noted, despite its subtlety, acts of incivility become a chronic annoyance that wears people down over time, both physically and mentally, impacting the physical and psychological health of individuals, and ultimately organizations. The following section reviews the historical and current literature on the prevalence, manifestations, and antecedents of workplace incivility. The consequences and current mitigation strategies are also discussed.

Workplace Incivility: Prevalence and Manifestation

Cortina et al. (2001) were among the first to investigate the prevalence and manifestations of incivility within the American workplace. In a study of over 1,600 United States federal court employees, participants completed a series of questionnaires measuring workplace incivility, job satisfaction, job/work withdrawal, psychological well-being, psychological distress, and health satisfaction. Of 1,167 respondents, 71% were female, and the mean age was 40 years. Almost all respondents (96%) were employed full time and had worked at their current organization for a mean of 8 years (p. 68).

Cortina et al. (2001) found that 71% of respondents had experienced some form of incivility (i.e., were condescended to, demeaned, or disregarded; had professional judgment doubted; were professionally excluded) at least once within the previous 5 years, and 6% indicated that they had experienced incivility on two or more occasions. Although more women than men were targets of incivility, there were no differences in the number of men and women (42% vs. 49%, respectively) who were instigators of workplace incivility. Results also showed that instigators' corporate or professional status was higher compared to their targets and that the negative consequences of experienced incivility (e.g., psychological distress, decreased job satisfaction, increased job withdrawal, and increased intention to turnover) affected both men and women equally.

Subsequently, Cortina et al. (2002) conducted a mixed methods study to evaluate the prevalence of workplace incivility among 4,600 U.S. attorneys, with emphasis on elucidating a potential relationship between incivility incidence and gender. Validated questionnaires assessed incidence of interpersonal mistreatment (i.e., incivility, sexual harassment), coping mechanisms, and outcomes including job satisfaction, job withdrawal, and general stress. Participants were also invited to provide narrative detail in follow-up to some of the closed-ended quantitative survey questions, which the researchers used to better characterize the overall experience of interpersonal mistreatment, including consequences and choice of coping mechanisms.

Sixty-two percent of respondents reported experiencing "some form of interpersonal mistreatment within the previous 5 years" (Cortina et al., 2002, p. 243), with 27% reporting mistreatment "constituting general incivility, only" (p. 244) and 5%

(overwhelmingly females) reporting "gender-related incivility" (p. 244). Overall, incidence of incivility was higher among female attorneys (75%) compared to male attorneys (50%). Data also indicated that ethnic minorities were more often targets of incivility, suggesting that incivility may be a covert form of sexual and racial harassment.

The researchers compiled common manifestations of incivility via qualitative statements using an iterative coding process. Common manifestations included the following in descending order. Nearly half (43% of females and 46% of males) reported disrespectful behavior described as condescension, discourtesy, and interruption; 18% of females and 11% of males reported being professionally ignored or excluded (i.e., ignored or excluded from conversations or from social or professional events); 14% of both females and males reported being professionally discredited (i.e., challenges to competence, credibility, or integrity); and 8% of females and 0.5% of males reported being addressed unprofessionally (Cortina et al., 2002).

Cortina et al. (2002) also found that female attorneys were more likely than male attorneys to report uncivil acts instigated by another attorney (75% vs. 44%), whereas male attorneys were more likely than female attorneys to report incivility instigated by a judge or other higher professional status individual (66% vs. 56%). There was no significant difference between female and male attorneys with regard to coping strategies. Specifically, most (55-80%) reported ignoring, minimizing, or denying the incivility, while 25-33% avoided the instigator and/or decreased job effort or hours as a primary coping strategy.

However, female attorneys, compared to their male counterparts, were more likely to seek advice and support from family, friends, or coworkers as an additional coping mechanism (50% vs. 34%, respectively). Female attorneys were also more likely than male attorneys to report the incident to a supervisor or manager (13% vs. 9%, respectively) or to file a formal complaint (2% vs. 1%, respectively). However, similar to previous findings by Cortina et al. (2001), negative consequences associated with acts of incivility (e.g., decreased job satisfaction, increased job stress and job withdrawal, and thoughts of leaving the job altogether) impacted female and male attorneys equally (Cortina et al., 2002).

Cortina and Magley (2009) found similar results in a study of 2,772 U.S. university employees conducted to evaluate prevalence of workplace incivility and coping mechanisms. Among the 1,711 respondents who were 51% female, had a mean age of 44 years, and 10 years of experience, 75% experienced incivility once or twice within the previous year. Similar to findings from the studies described above, the majority of targets of incivility reported avoiding the instigator, minimizing or ignoring the incivility, or seeking social or organizational support from peers and family members to cope with the incivility, while only 6% filed a formal complaint with the organization.

Cortina and Magley (2009) combined these data with data from the two other studies of incivility discussed above (Cortina et al., 2001; Cortina et al., 2002). The researchers acknowledged the limitations associated with combining data across studies, but noted that several interesting similarities emerged from the combined data. For

example, there was consensus across the three studies regarding prevalence, with 54-75% of respondents reporting an experience of incivility within the previous 1-5 year period.

In addition, as Cortina and Magley (2009) also noted, there was agreement among respondents of all three studies regarding the appraisal of uncivil acts. Most uncivil acts were appraised as moderately to very "annoying," "frustrating," "offensive," and "disturbing," with fewer uncivil acts appraised as "threatening" (p. 280). And across all three studies, despite the prevalence of uncivil acts, most individuals tried to minimize or ignore the uncivil behavior, told themselves that the instigator meant no harm, or tried to forget the incident altogether. And consistent with findings from previous studies, as discussed above, only 1-6% of respondents filed a formal complaint with their manager or the organization.

Results of additional more recent studies have yielded similar findings with regard to prevalence and manifestations of incivility. For example, Clark (2013) conducted a mixed methods study of nursing faculty within the United States to explore manifestations of incivility and strategies for addressing it. Participants were provided a list of common uncivil behaviors and asked to indicate those behaviors that best described their experience of incivility. Among 588 participants (95% women and 71% holding academic positions), rude, insulting, and berating behavior was noted most frequently (158 times), followed by feeling undermined or set up (noted 87 times), derailed or disgraced (noted 73 times), and ignored, excluded, or marginalized (noted 72 times) (p. 99).

Participants also indicated via narrative detail that uncivil behaviors occurred in private, in front of students, and at faculty meetings and seminars. Regarding how best to address the incivility, "face-to-face discussion with the instigator" (Clark, 2013, p. 101) was the response most frequently selected by participants (response selected 165 times); however, participants also indicated a reluctance to face the perpetrator for fear of retaliation. Additional responses selected to address the incivility included "positive role modeling, addressing power imbalances, hiring civil individuals, and linking civility to job performance" (selected 114 times), followed by "measure the problem and implementing policies, guidelines" (selected 81 times), and "education, faculty development, raising awareness, open discussion, and use of experts" (selected 61 times) (Clark, 2013, p. 101).

Elmblad, Kodjebacheva, and Lebeck (2014) conducted a quantitative study of certified registered nurse anesthetists in Michigan to explore the incidence of workplace incivility and its effect on burnout. Participants completed surveys to answer questions about incivility, job burnout, and recommendations for addressing incivility. Results showed that 63.5% of participants experienced incivility: 62.3% instigated by physicians, 51.3% instigated by peers, and 37.6% instigated by supervisors (p. 439).

In addition, 43% of respondents reported burnout. There was a significant and positive correlation between incivility and job burnout, independent of gender, type of employment arrangement, type of employment classification, hours worked per week, and years in the nurse anesthetist profession. Finally, improving communication skills and behavior through education was suggested most frequently by participants (16.4%) as

a strategy for addressing incivility, followed by enforcement of a zero-tolerance policy for all employees, regardless of title or hierarchical status within the organization (12.8%) (Elmblad et al., 2014).

Finally, Gallus et al. (2014) conducted a study of full time employed men and women across a variety of professions, including business, management, service, construction, and finance. Participants completed validated surveys to answer questions about experienced and instigated workplace incivility. Among 234 respondents (58% female; mean age 38.9 years), 85% reported having experienced workplace incivility in the past year and 77.8% reported instigating workplace incivility in the past year. Results also showed that 71.8% reported both experiencing and instigating incivility (p. 148).

Gallus et al. (2014) also explored the moderating role of organizational climate on experienced and instigated workplace incivility. Results showed that men instigated incivility more frequently in an organizational climate that tolerated rudeness, even when they themselves were not targets of incivility. In contrast, women instigated incivility in response to experienced incivility, irrespective of organizational climate. As Gallus et al. concluded:

> Given the positive relationship between incivility experiences and perpetration, organizations should consider the importance of creating an organizational climate that is intolerant of rudeness at work. This may be especially important in male-dominated workgroups and organizations, as an uncivil climate predicts increased perpetration of incivility by men. (p. 152)

Workplace Incivility: Coping Mechanism

"Ambiguous intent to harm" (Andersson & Pearson, 1999, p. 457) is a defining characteristic of workplace incivility. For example, uncivil acts may be instigated to harm the target, the organization, or both. Or, the incivility may be a conscious ploy to better or benefit oneself at the expense of colleagues and coworkers. Finally, the incivility may be the result of pure ignorance or inadequate social and interpersonal skills on the part of the instigator with no intent whatsoever to harm the target or organization (Andersson & Pearson, 1999; Pearson et al., 2001).

Experts have hypothesized that the lack of transparency associated with incivility is one reason why so many individuals simply tolerate the uncivil acts and so few file formal complaints or request corrective action on the part of the organization. For example, while workplace incivility is frustrating, annoying, and hurtful, targets also report that incivility is confusing and bewildering. Because uncivil acts are low in intensity and ambiguous in nature, targets struggle to fully understand and characterize the incivility; they worry that reporting it will make them appear petty, foolish, and hypersensitive. Because of its low intensity compared to other forms of interpersonal mistreatment, targets also fear that management is likely to dismiss their complaints as inconsequential and, therefore, not intervene on their behalf (Cortina et al., 2002).

In addition, one third of all uncivil acts are instigated by individuals whose professional status is higher than that of the target (Cortina et al., 2001; Zauderer, 2002; Lim & Lee, 2011). Given that, some have hypothesized that targets hesitate to lodge formal complaints out of fear of retaliation, particularly if they are unsure that

management will support them by addressing their allegations (Cortina et al., 2002; Pearson & Porath, 2005). Others have shown that targets choose not to file a formal complaint because of an overall sense that it might be in their best interest to not report the incident (Clark, 2013; Cortina et al., 2002; Sakurai & Jex, 2012). Unless the incivility is unrelenting or bullying, targets ignore the incident, minimize contact with the instigator, or totally avoid the instigator (Pearson and Porath, 2005), behaviors that are counterproductive to effective performance and do not addresses or resolve the incivility.

More recently, Beattie and Griffin (2012b) conducted a longitudinal diary study of security employees (60.8% male) to investigate response to workplace incivility over the course of one month. Consistent with results of previous research as discussed above, Beattie and Griffin also found that the most frequent response to incivility across all participants was to ignore or avoid the instigator (72%), followed by "responded negatively to the instigator" (43%) and "responded negatively to others" (36.4%). Beattie and Griffin also found that, while severity of the incivility drove targets' response, a within-person analysis also showed that neuroticism moderated the relationship between severity of the incivility and the choice to avoid or ignore the instigator (p. 636).

Results of extensive research have shown that when left unaddressed, incivility wreaks havoc on individuals and organizations. Relationships are derailed, individual and organizational performance is negatively impacted, and there is at least the potential that the organizational environment and culture will deteriorate to more intense forms of interpersonal mistreatment (Andersson & Pearson, 1999; Bibi et al., 2013; Cortina et al.,

2001; Pearson et al., 2001; Taylor et al., 2012b). Antecedents of incivility are discussed below.

Workplace Incivility: Antecedents

Experts have suggested several reasons why incivility is on the rise in the workplace. For example, Pearson & Porath (2005) have suggested that changes in the conduct of business over the last several years have increased job stress and is a major contributing factor for the increased rude and uncivil behavior in many organizations. Specifically, frequent organizational changes (i.e., mergers, acquisitions, and downsizings), associated with changing leadership, uncertainty around changes in corporate vision, and a perceived or real threat to job security have contributed to increased job stress and uncivil behavior. In addition, fierce competition and cost constraints have increased job stress and associated rude behavior as businesses expect employees to do more with fewer resources and within shortened timelines.

Globalization has also contributed to the complexity of conducting business within 21st century organizations. For example, individuals must factor into their already aggressive timeline, additional time needed to manage cultural differences and deal with time differences and communication barriers. In summary, experts have suggested that increased job stress due to constant organizational change, increasing and changing job demands, inadequate resources, and contracted timelines contributes to physical and emotional exhaustion and burnout. Ultimately, job stress and the associated emotional exhaustion have contributed to a breakdown in personal relationships contributing to

increased uncivil exchanges among employees (Sulea, Filipescu, Horga, Ortan, & Fischmann, 2012).

Experts have also suggested that changes in the psychological contract between the organization and the employee over the last several years is yet another reason for the rise in incivility in the modern workplace. For example, Pearson and Porath (2005) suggested that greater emphasis on outsourcing and the substitution of part-time, contractor, and consultancy positions in place of full time positions, signals to employees that organizations today are less concerned with employees' job security and career development. According to Pearson and Porath, decreased loyalty and long-term commitment between organization and employee perpetuates a self- rather than group- or organization-centered focus, with individuals assuming a "me first" attitude (p. 7) at the expense of coworkers and the organization as a whole; self-absorption is a major breeding ground for incivility.

Technological advancements have also changed the conduct of 21st century businesses. For example, the substitution of email correspondence in place of personal phone contact and teleconferences in lieu of face-to-face meetings have contributed to diminished social and interpersonal skills among workers. For example, the impersonal nature of email (compared to telephone or face-to-face contact) puts distance between individuals and potentially fosters rude and condescending behavior toward one another (Pearson & Porath, 2005). Individuals either no longer have or see the need to hone interpersonal and social skills necessary to establish effective interpersonal working relationships with peers and colleagues.

However, as Giumetti et al. (2013) demonstrated, email incivility also has the potential to negatively impact individual and organizational outcomes. Giumetti et al. conducted a laboratory study of 84 students to determine the effects of email incivility on task performance and physiological and psychological outcomes. Participants completed a series of math tasks while working with either an uncivil or supportive supervisor with whom they communicated only via email. At baseline and following each math task, participants answered questions about their energy level to complete the task (cognitive, mental, emotional, & social), mood (positive & negative affect), engagement in the task, and supervisor incivility and support. Heart rate was measured via continuous electronic recording.

Results showed that participants who worked with an uncivil supervisor compared to a supportive supervisor reported higher levels of negative affect, lower mental, emotional, and social energy, and lower levels of engagement. As Giumetti et al. (2013) noted, there was no significant difference between the uncivil and supportive groups in the number of math questions attempted; however, the supportive group answered more questions correctly compared to the uncivil group. Given the important role of email communication within most corporations today, results of this research underscore the important task organizations have in ensuring civil behavior among all employees, in both face-to-face as well as electronic interactions.

Experts have also posited that the migration to a self- rather than group- or organization-centered focus contributes to a culture that precludes the development of effective social interaction skills necessary for fostering quality working relationships and

is at least in part responsible for displacing civility in the workplace (Giumetti et al., 2013; Pearson & Porath, 2005). Still others (Andersson & Pearson, 1999; Blau & Andersson, 2005; Pearson et al., 2001) have suggested that at least some acts of incivility are unintentional and purely the result of ignorance or personality defects on the part of the instigator. In other words, it is conceivable that some individuals unintentionally hurt others simply because they lack the social and interpersonal skills (unrelated to job stress or technological changes) necessary to establish and maintain effective interpersonal relationships.

Regardless of its cause or intent, incivility is nonetheless hurtful and damaging to individuals and organizations and, therefore, leaders of organizations need to take incivility seriously. Therefore, leaders need to recognize the potential for workplace incivility within their own organizations and proactively implement training programs to educate individuals about incivility, what incivility is, why it occurs, how it affects coworkers and the overall organization, and the organization's expectations with regard to interpersonal interactions in the workplace. Finally, leaders need to establish outlets for employees, who are targets or witnesses of incivility, to report such acts without fear of retaliation.

Leaders also need to implement processes to specifically identify individuals who engage in incivility, including those with diminished social skills. Leaders must apprise individuals who engage in uncivil behavior of their inappropriate behavior and the organization's expectations with regard to social interaction in the workplace (Pearson & Porath, 2005). As discussed below, extensive research has shown that avoidance and

other strategies that fail to address the underlying incivility within a given organization is counterproductive and results in a number of negative consequences for both the individual and the organization.

Workplace Incivility: Consequences

Workplace incivility, despite its low intensity and even when relatively infrequent, is a constant source of frustration that is distracting and destructive to individuals and organizations on a number of levels. Although individuals appraise and cope with workplace incivility in very different ways, in general, many individuals report that incivility disrupts focus, distracts people from their work, and wastes company time rehashing uncivil acts and seeking social support and vindication (Cortina & Magley, 2009; Pearson & Porath, 2005; Porath & Pearson, 2013). Incivility is costly to organizations in a number of ways that are difficult to measure in exact dollars (Porath & Pearson, 2012, 2013), including "diminished productivity, performance, motivation, creativity, and helping behaviors" (Pearson & Porath, 2005, p.8).

Incivility also triggers a variety of physical and nonphysical health behaviors. For example, individuals who experience workplace incivility report greater job stress, psychological distress, and decreased job satisfaction (Beattie & Griffin, 2014a; Bibi et al., 2013; D'ambra & Andrews, 2014; Lim & Lee, 2011; Sakurai & Jex, 2012; Welbourne, et al., 2015; Zhou et al., 2015). Targets of incivility also report that they are less engaged, exert less effort, work fewer hours, are less concerned about the quality of their work, and engage in fewer organizational citizenship behaviors, such as taking on

additional work or helping coworkers to meet tight timelines (Chen, Kwan, Yan, & Zhou, 2013; Porath & Pearson, 2013; Sakurai & Jex, 2012).

For example, Strongman (2015) investigated the effects of social undermining, a form of incivility, and concluded that, similar to workplace incivility, behaviors such as "belittling, gossiping, and withholding information" (p. 1) contribute to a hostile work environment, negatively impacting organizational and individual outcomes, including well-being. Like social undermining, incivility behaviors contribute to a hostile working environment and consume "emotional, intellectual, and social resources that could be better placed in productive activity" (p.5). Like social undermining, incivility negatively impacts interpersonal interaction and relationship building and ultimately impacts individual and organizational performance.

In addition, unrestrained incivility is also associated with a greater intention to leave the company or current department and 12% of targets of incivility actually do exit the organization as a direct result of the uncivil behavior (Cortina & Magley, 2009; Porath & Pearson, 2013; Welbourne et al., 2015). Finally, as previously noted, organizations that fail to preempt or address incivility in their workplaces risk creating a culture of incivility where uncivil behavior becomes widespread. In addition, experts have also suggested that incivility unchecked can intensify and escalate to other more serious forms of interpersonal mistreatment (Andersson & Pearson, 1999; Bibi et al., 2013; Pearson et al., 2001).

Porath et al. (2015) explored more specifically why civility matters and why incivility is detrimental to individuals and organizations. First, they investigated at two

separate time points the effects of civility on individuals and organizations. At time one, 46 biotechnology employees graded coworkers on civility, work advice, and leadership. At time 2, conducted eight months after time one, 42 of the employees who participated at time 1 answered questions about advice and leadership. The human resources department provided control variable information (e.g., organizational tenure, gender, location, and managerial status) and performance data on all study participants.

A total of 31 participants with data at both time points were included in the analysis. Results showed that individuals who were scored by fellow employees as civil were also those sought out for advice and perceived as leaders. Civil individuals also received higher performance marks from human resources.

Porath et al. (2015) conducted a second study (N = 161) to further explore findings from the first study. In the second study, the researchers found that individuals "perceived to be civil were more likely to be perceived as both warm and competent—even after controlling for positive emotions" (p. 9). Findings from this second study underscore the need for employees to consider how their behavior, specifically civility, impacts coworkers. Findings from this study demonstrate "how respectful interactions benefit employees" (p. 10). As Porath et al. concluded, an environment of civility, in contrast to incivility, creates a respectful environment that promotes collaboration and productivity as less time and emotional energy is spent on unproductive activities and more on productive activities.

Also, as Zhou et al. (2015) correctly noted, incivility research has largely focused on the longer term consequences on individuals and organizations associated with

chronic incivility, specifically job satisfaction, job commitment, and job turnover. However, few researchers have examined the day-to-day effects of uncivil behavior (p. 125). To address this gap in the literature, Zhou et al. explored the daily effects of incivility on individuals' negative affect, as well as the individual and organizational moderators of negative affect associated with experienced incivility.

Participants were 76 full time employed men and women at a communications company who completed questionnaires at baseline to measure emotional stability, hostile attribution bias, locus of control (individual moderators of negative affect), chronic work overload, and chronic work constraints (organizational moderators of negative affect). Participants also completed a diary for 10 consecutive workdays to measure workplace incivility and before-work and end-of-work negative affect. Controlling for before-work negative affect, Zhou et al. (2015) demonstrated that daily workplace incivility was associated with greater end-of-day negative affect. Results also showed that the end-of-day negative affect associated with incivility was more pronounced in individuals with low emotional stability, high hostile attribution bias, an external locus of control, and in people with more organizational constraints (Zhou et al., p. 124).

As Zhou et al. (2015) noted, results of this study are consistent with previous research indicating that end-of-workday negative affect negatively impacts individuals' family life and health and well-being. The authors concluded that this research provides yet another reason why companies should proactively address workplace incivility to prevent or minimize both short term and long term negative effects. Current research on

ways to address incivility is discussed below. However, far less research has focused on mitigation strategies. The extant literature on mitigation strategies is summarized below.

Workplace Incivility: Mitigation Techniques

Despite the vast amount of research on workplace incivility, ways in which organizations can preempt incivility or address incivility when it does occur have not been widely investigated. As Doshy and Wang (2014) noted, the paucity of research done and/or published by human resource experts suggests that organizations, in general and human resource departments, in particular, do not fully understand and appreciate the important implications of workplace incivility on individuals and organizations. In addition, as Pearson and Porath importantly noted (2005):

> For some versions of deviance, like sexual harassment, employees are trained to recognize and deal with them, organizations have policies and mechanisms to address them, and laws back them up. But there is another kind of harassment that occurs regularly in many organizations as employees display lack of regard for others in violation of workplace norms for mutual respect, with or without conscious intent. This form of workplace deviance is not illegal, many companies fail to recognize it, and most managers are ill equipped to deal with it. (p. 8)

In addition, Cortina et al. (2002) noted that 17% of women and 14% of men felt that reporting uncivil acts would "be futile, resulting in no positive change" (p. 251). Similarly, Pearson and Porath (2005) found that only "one-fourth of targets were satisfied with the way their organizations handled the incivility they had experienced" (p. 12). As

a result, Pearson and Porath conducted qualitative interviews with over 600 targets of incivility and 54 managers to develop the following nine best practices for addressing workplace incivility:

- "Set Zero-tolerance expectations" (p. 12): articulate in writing and verbally, clear standards and expectations for employee-to-employee civil treatment organization-wide;
- "Take an Honest Look in the Mirror" (p. 13): ensure executives, and managers alike, honestly assess their own and the behavior of their peers to ensure zero-tolerance compliance across the organization;
- "Weed out Trouble Before It Enters Your Organization" (p. 13): implement thorough recruiting procedures to comprehensively screen potential new hires to better ensure the hiring of civil individuals;
- "Teach Civility" (p. 13): invest in training courses that increase competencies that would better ensure civil behavior organization-wide (i.e., negotiation skills, conflict resolution, diversity training);
- "Put Your Ear to the Ground and Listen Carefully" (p. 14): actively solicit bottom-up information through confidential 360-degree evaluations;
- "When Incivility Occurs, Hammer it" (p. 14): address incivility regardless of the hierarchical status of the instigator, holding everyone accountable to the same zero-tolerance standard;
- "Heed Warning Signals" (p. 14): ensure employees have appropriate non-threatening means to report incivility without fear of retaliation or retribution;

- "Don't Make Excuses for Powerful Instigators" (p. 14): hold every employee, regardless of hierarchical status or level of importance to the organization to the same zero-tolerance standard; and
- "Invest in Post-departure Interviews" (p. 15): conduct the exit interview with employees after they leave the organization to facilitate honest responses about sensitive information, particularly if the incivility was the primary reason they left the organization.

Others have investigated interventions aimed at increasing civil behavior in the workplace. For example, Leiter et al. (2011) tested the effects of a 6-month intervention program called Civility, Respect, and Engagement at Work (CREW) (p. 1258) among health care workers, aimed at optimizing respectful, considerate, and courteous behavior to reduce acts of incivility. Their primary thesis was that belonging to a social group benefits individuals to the extent that the group interaction contributes to the individual's self-worth and self-esteem, and the individual feels secure within and trust among members of the group.

Leiter et al. (2011) also hypothesized that positive work relationships are generally associated with effective social relationships whereas the opposite is true when relationships lack a feeling of trust and security among members of the group. For participants of the CREW intervention, facilitators observed individuals in their daily work activities and interrupted negative interactions immediately upon occurrence to help them identify and better understand in real time what behaviors contribute to establishing and maintaining positive social relationships and what behaviors disrupt this process.

Compared to the control group, the CREW intervention was associated with significantly greater civility, less burnout, improved job attitude, increased trust, and less absenteeism.

Leiter et al. (2012) conducted a similar follow up study to determine the long term effects of the CREW intervention. Similar to the study described above, participants were Canadian health care workers who were characteristically similar (e.g., 86% female, 71% employed full time, mean age 43 years, 54% registered nurses) to participants in the first study. Also similar to the first study, participants completed a series of surveys at baseline and 6-12 months later to answer questions about civility and respect, workplace incivility, distress (i.e., burnout, turnover intention, physical symptoms), and attitudes (i.e., trust, organizational commitment, job satisfaction). In addition, the intervention group completed a six-month CREW intervention. However, in contrast to the first study, participants completed the surveys listed above again at approximately 24 months following the baseline measurements.

As Leiter et al. (2012) noted, the CREW intervention was developed to increase respect among coworkers and colleagues and decrease incidence of supervisor incivility. Results of the second study showed once again that the CREW intervention was successful in improving respect and decreasing supervisor incivility in the short term, but this study also showed that improvement in respect and civility was sustained when individuals were questioned again one year later. As Leiter et al. concluded, results of this study should indicate to organizations that behavior patterns within an organization can be modified to enhance the social environment and, more importantly, these improved behaviors are self-sustaining (p. 432). These data provide evidence on the

return on investment companies are likely to reap when they implement programs to proactively address workplace incivility.

Others have assessed the role of emotional, supervisory, and organizational support in moderating the effects of workplace incivility. For example, in a study of 209 full time university employees, Sakurai and Jex (2012) found that supervisory support moderated the relationship between negative emotions and work effort (p.158). Specifically, employees chose to avoid the instigator or the situation as a means to cope with incivility rather than seek supervisory support when the employee sensed supervisory support would not be effective in eliminating the incivility or when they sensed it would not be in their best interest to bring the behavior forward to their supervisor.

Similarly, Miner, Settles, Pratt-Hyatt, and Brady (2012) showed in two separate studies of 90 property management employees and 210 undergraduate students, respectively, that relative to experienced workplace incivility, emotional or organizational support was associated with less decline in job satisfaction, psychological health, and psychological well-being (p. 364). Finally, Laschinger, Cummings, Wong, and Grau (2014) showed that leadership processes that empowered nurses were significantly negatively correlated with co-worker incivility ($r = 0.19$) and emotional exhaustion ($r = 0.19$) (p. 11).

Lim and Lee (2011) explored the value of family support in assisting the target to cope with the incivility. Lim and Lee showed that, among 180 full time employed men and women across varied professions in Singapore, uncivil behavior was instigated more

frequently by a superior than by a peer or coworker. Consistent with previous research findings, consequences included decreased job satisfaction and psychological distress. But in addition, as Lim and Lee noted, experienced incivility was also associated with increased family conflict.

Results showed that family support was helpful only when the incivility was instigated by the target's subordinate. In contrast, when incivility was instigated by the target's superior or coworker, family support was not helpful to the target. Lim and Lee (2011) concluded that family support is not a useful coping mechanism when incivility is instigated by the target's supervisor, perhaps because targets often feel that, unlike subordinate incivility, there isn't really anything one can do to combat supervisor-instigated workplace incivility.

Finally, Kunkel & Davidson (2014) conducted a qualitative study to investigate the extent to which questions of civility or incivility are included on annual performance appraisals. As such, they assessed 132 total performance appraisals; 109 from universities and colleges, five from private corporations, and 18 from governmental agencies. Kunkel and Davidson categorized questions on each appraisal that represented civility or incivility into five broad categories, including communication, interpersonal relationships, attitudes, teamwork, and cooperation.

Results showed that 73 of 109 (66%) university and college appraisals included a total of 98 questions (1.34) on civility or incivility, five of five (100%) private corporation appraisals included nine questions (1.8) on civility or incivility, and six of 18 (33%) governmental organization appraisals included a total of seven questions (1.16) on

civility or incivility. Results also showed that only two of 132 appraisals (1.5%) included questions specifically assessing incivility (p. 226-227). From these results, Kunkel and Davidson (2014) concluded that a disappointing number of the organizations included in their study currently address incivility directly on performance appraisals. Kunkel and Davidson suggested that unless and until business organizations make it a priority to include incivility on the performance appraisal and make incivility sanctionable within the organization, prevalence of incivility will continue unimpeded (p. 215).

Despite the numerous studies over the last several years across a broad range of organizations, industries, and professions demonstrating incivility prevalence and urging organizations to establish policies to preempt incivility and procedures to address it when it does occur (e.g., Cortina & Magley, 2009; Pearson & Porath, 2005), fewer studies have been done that have evaluated mitigation techniques and no studies were identified specifically evaluating the relationships between emotional intelligence and instigation of workplace incivility. Therefore, the purpose of the current study was to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. The following section discusses the theoretical underpinning for the current study, specifically, emotional intelligence theory.

Theoretical Foundation

Overview

Experts have suggested that, for organizations that accomplish their goals and objectives with and through people, optimal employee and organizational performance is highly dependent on promoting employees' psychosocial health as well as their cognitive

growth (Chughtai, Byrne, & Flood, 2015; Khalili, 2012; McGregor, 2006). For example, according to Maslow (1970), all individuals have inherent physical, cognitive, and psychosocial needs that exist along a continuum that Maslow coined the hierarchy of needs. In general, individuals aspire to reach their highest level of human potential and want and need to make meaningful contributions, both personally and professionally.

However, in order to realize their aspirations, all human beings have physical, cognitive, and psychosocial needs that must be met in a hierarchical manner. Inability to satisfy needs at any level along the continuum is frustrating and potentially demotivating and delimiting with regard to personal and professional growth. In support of Maslow's theory, other theorists, including McGregor (2006), showed through many years of leadership research, that organizations optimize the potential of their workers by utilizing both transactional and transformational leadership practices.

For example, McGregor (2006) posited that leaders who utilize a combination of transactional and transformational leadership practices are more effective than those that use one or the other, alone. According to McGregor, this is because transactional practices are needed to meet employees' basic human needs for safety, job security, and fair remuneration, while transformational leadership practices are needed to meet employees' higher level psychosocial needs for self-esteem, self-fulfillment, and self-actualization. As Maslow originally demonstrated and as McGregor's work further illustrated, individuals who are no longer need centered will turn their attention toward the needs and goals of the organization, particularly when in doing so, individuals are able to satisfy their own higher level aspirational needs.

Maslow's hierarchy of needs. Briefly, at the lowest level of the hierarchy are the basic physiological needs for such things as food, water, and air. This is followed by the need for safety and security, and then the need to "belong", to feel a part of or connected to a group, such as a family or a community, including school, the workplace, or society at large (Maslow, 1970). Developing collaborative and productive work relationships promotes the "belongingness" needs in the workplace and relationship conflict including workplace incivility threatens this need (Gkorezis, Kalampouka, & Petridou, 2013).

Following fulfillment of the need to belong, individuals then seek to satisfy the need for esteem/self-esteem, which is to feel good about one's technical achievements and to gain respect and recognition from others related to one's demonstrated competencies. Esteem and self-esteem needs are fulfilled in the workplace when individuals sense they are making a meaningful contribution to the team and organization and their contribution is recognized and rewarded by coworkers and colleagues. As Maslow (1970) noted:

> Satisfaction of the self-esteem needs leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness, and of helplessness. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends. (p. 45)

Organizational leaders foster development of self-esteem and self-respect within and among employees through employee recognition programs and by ensuring situations in which self-esteem and respect are threatened or thwarted (e.g., due to employee

intimidation, harassment, or incivility) are appropriately addressed. Having satisfied the esteem needs, one is free to move toward self-actualization. According to Maslow (1970), the self-actualized individual is more open to ongoing learning, more welcoming of and less threatened by talent and expertise of colleagues, capable of improved interpersonal relationships, and more likely to also embrace teamwork leading to greater collaborative performance, all highly desirable employee attributes.

Acts of incivility have the potential to disrupt the hierarchy at several levels providing a plausible explanation as to why incivility is disruptive to individual and organizational performance, beginning with the safety needs. For example, a sense of psychological safety among team members is essential to enable effective interpersonal team interaction and performance. However, disruptive behavior, including incivility, negatively impacts psychological safety and diminishes collaboration and ultimately performance (Harper & White, 2013). In addition to disrupting safety, incivility also threatens the sense of trust between and among individuals threatening the development and maintenance of quality working relationships (Porath & Pearson, 2012, 2013).

It is also plausible that the ambiguous nature of incivility threatens both the belongingness needs and the need for self-esteem and respect for others. According to Maslow (1970), while individuals have an inherent desire and capacity to drive their life experiences in positive and productive ways, it must be recognized and understood that cultural and societal issues and events can thwart the gratification of individuals' cognitive and psychosocial needs impacting need gratification at one or several levels along the hierarchy. Failing to recognize and address employees' psychosocial needs can

negatively impact individuals at both an individual and at an organizational level limiting individuals' ability to realize their own and the organization's performance potential.

Leaders must be cognizant of the ways in which psychosocial issues, such as workplace incivility, impact organizational performance. They must implement processes that facilitate the development or enhancement of effective interpersonal relationships between and among its employees. "Technical skills can be learned rapidly, but psychosocial skills are more difficult to develop and more difficult to modify if they are dysfunctional" (Bandura, 1997, p. 430). Of particular relevance to the current study and as discussed in more detail below, emotional intelligence has been linked to a number of positive individual and organizational outcomes.

For example, researchers have reported that emotional intelligence is a strong predictor of physical and mental health and increased well-being (Kong, Zhao, & You, 2012). Higher levels of emotional intelligence have also been associated with heightened interpersonal sensitivity, greater ability to connect and communicate effectively with coworkers, and higher quality interpersonal relationships (Amudhadevi, 2012; Khan, 2013). Others have shown that higher emotional intelligence levels enable individuals to more effectively manage conflict (Chan, Sit, & Lao, 2014).

Emotional intelligence is linked to an ability to cope with job-related stress in ways that minimize impact to organizational outcomes, including team effectiveness, productivity, job satisfaction, and organizational commitment (Bhullar, Schutte, & Malouff, 2012; Cherry, Fletcher, & O'Sullivan, 2014; Joshi, Suman, & Sharma, 2015; May, 2012; Psilopanagioti, Anagnostopoulos, Mourtou, & Niakas, 2012; Robinson,

Moeller, Buchholz, Boyd, & Troop-Gordon, 2012; Singh & Sharma, 2012; Trejo, 2014; van den Berg, Curseu, & Meeus, 2014; Wang & Kong, 2014; Wolff & Kim, 2013). Emotional intelligence is also linked to an ability to handle negative work encounters in ways that decrease counterproductive work behaviors (De Clercq et al., 2014; Greenidge & Coyne, 2014; Greenidge et al., 2014; Jung & Yoon 2012). The theoretical framework for this study, emotional intelligence theory, is discussed in more detail below.

Emotional Intelligence

The theoretical framework for this study was emotional intelligence theory as originally defined by Salovey and Mayer and as further advanced by Goleman. Salovey and Mayer introduced the concept of emotional intelligence in 1990, defining it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990, p. 189). Although Salovey and Mayer initially conceptualized emotional intelligence as the ability to appraise, regulate, and utilize emotional information, they subsequently revised their model of emotional intelligence in 1997 to include four key mental abilities including perceiving, understanding, using, and managing emotions in self and others to effect positive and productive interpersonal interaction.

According to Salovey and Mayer (1990), emotionally intelligent individuals are able to perceive and appropriately interpret the variety of emotions encountered in self and others in daily interactions. Emotionally intelligent individuals understand the underlying message of each emotion, use emotional information to craft responses and behaviors, especially to emotionally-charged interactions, and regulate and manage those

response in self and others. In contrast to the Salovey and Mayer ability-based model of emotional intelligence, Goleman (2006) conceptualized emotional intelligence as a combination of abilities, competencies, and personality traits that collectively enable individuals to better understand themselves and others.

For example, Goleman posited that competencies such as self-awareness and self-regulation enable individuals to understand themselves and that empathy and social skills enable individuals to understand and work effectively with others. While Goleman initially focused on the *intrapersonal* component of performance, referred to as emotional intelligence, he subsequently endorsed an *interpersonal* component (i.e., patterns of behavior encountered when individuals interact or "connect" with one another) referred to in the literature as social intelligence. Although the two components are related conceptually, emotional intelligence primarily involves behaviors aimed at gaining understanding and control of one's own emotions related to human interaction, while social intelligence involves behaviors such as gaining understanding of the impact of others' emotions and utilizing this understanding to facilitate positive interactions.

Goleman's emotional intelligence competencies are described in more detail below:

- emotional self-awareness: insight into your own emotions and the effect of those emotions on others; self-aware individuals have a strong sense of self with regard to their own abilities, capabilities, strengths, and weaknesses;

- emotional self-regulation: actions characterized by self-restraint, honesty, and integrity; individuals are highly accountable and responsible for own actions and interactions engender a sense of trust;
- self-motivation: personal goals align with those of the group or organization to achieve a common goal; individuals radiate optimism and act with persistence;
- empathy: a genuine awareness and concern for others, their ideas, feelings, and perspectives; individuals are service-orientated with an outward focus on meeting needs of others and helping others achieve and succeed;
- handling relationships: a positive influence on others and includes ability to cooperate and collaborate with others, ability to listen, negotiate differences, and manage conflict to achieve solutions for the good of the larger group.

According to Goleman (2006), being or becoming socially and emotionally intelligent requires learning to control what Goleman called the "low road" reactions and responses (p. 17). Goleman defined low road reactions as "circuitry that operates beneath our awareness, automatically and effortlessly, with immense speed. Most of what we do seems to be piloted by massive neural networks operating via the low road-particularly in our emotional life. "When we are captivated by an attractive face, or sense the sarcasm in a remark, we have the low road to thank" (p. 16).

As Goleman (2006) noted, the low road reactions are mired in instantaneous reactions, the so-called emotional reactions. In contrast, the high road reactions are controlled by circuitry that is more deliberate, controlled, and driven by careful thought

and action (i.e., rational behaviors). Therefore, building and sustaining effective and productive relationships in the workplace is a process that primarily requires an ability to control one's own emotions (intrapersonal skills) as well as an ability to connect emotionally with others (interpersonal skills) via control of the low road reactions.

According to Goleman, "nourishing relationships have a beneficial impact on our health, while toxic ones can act like slow poison in our bodies" (p. 5). According to Goleman (2006), enhancing one's social and emotional intelligence is important in that, "Sensing what other people intend--and why--offers invaluable social information, letting us keep a step ahead of whatever will happen next, like social chameleons" (p. 42). For example, social and emotional intelligence competencies potentially afford individuals an ability to gain greater understanding of and control over situations in which they typically *react rather than respond* as a result of internalizing and personalizing comments of others.

In addition, social and emotional intelligence enables one to gain greater insight into how they go about dealing with difficult personalities (i.e., aggression, rudeness, finger-pointing/blaming, single-mindedness) and to hone their ability to address and resolve conflict in ways that facilitate or preserve effective working relationships. Emotionally and socially intelligent employees are potentially more capable of cooperative and collaborative teamwork, including the ability to deal with inter- and intra-team disputes, conflicts, and differences of opinion in an effective and productive manner. Although not a new concept, the utility of emotional intelligence continues to

evolve in organizational settings and its relevance to the current study is discussed in detail below.

Relevance of emotional intelligence in an organizational setting. Since its introduction in the 1990s, results of emotional intelligence studies have noted positive significant correlations between individual and group collective levels of emotional intelligence and greater capability in handling psychological and workplace stress and managing interpersonal conflict. For example, Karimi et al. (2014) investigated the moderating effects of emotional intelligence on the relationship between job stress and well-being. Participants were 312 nurses who completed validated questions to measure emotional intelligence, job stress, emotional dissonance, and general health and well-being.

Control variables included age, gender, rural or metropolitan hospital, and years of experience in nursing (Karimi et al., 2014, p. 179). Karimi et al. showed that higher levels of emotional labor among nurses was associated with higher levels of job stress and decreased well-being. However, results also showed that emotional intelligence moderated the relationship between emotional labor and job stress and emotional labor and decreased well-being, suggesting a beneficial effect of raising nurses' emotional intelligence level. Bhullar et al. (2012) found similar results in 370 adult men and women in Australia and India.

Similarly, Burnett and Pettijohn (2015) investigated the relationship between mindfulness-based, stress-reduction therapy and emotional intelligence and perceived organizational stress. Participants were 55 employees who worked in a high-stress

department at a Midwestern health care organization in the United States. Participants were randomly assigned to active mindfulness-based, stress-reduction therapy, passive mindfulness-based, stress-reduction therapy, or to a control group (no mindfulness-based, stress-reduction therapy). All participants completed validated questionnaires at the beginning and end of the study to answer questions about perceived organizational stress and emotional intelligence.

Burnett and Pettijohn (2015) showed that neither active, nor passive mindfulness-based, stress-reduction therapy was effective in reducing stress. However, emotional intelligence was significantly and negatively related to perceived organizational stress (p. 155). Specifically, higher emotional intelligence was associated with lower perceived organizational stress scores suggesting that emotionally intelligent individuals cope with work stress more effectively, resulting in less negative impact on work outcomes. Similar to Karimi et al. (2014), Burnett and Pettijohn concluded that raising emotional intelligence level is one way organizations can enable individuals to cope more effectively with workplace stress.

Raman, Sambasivanb, & Kumar (2016) investigated the role of emotional intelligence on emotional labor, emotional exhaustion, and counter productive work behaviors among 519 government employees in Malaysia. Participants completed standard surveys to answer questions about emotional intelligence, emotional exhaustion, emotional labor, and counter productive work behaviors. The researchers found that individuals who reported job-related emotional exhaustion also reported decreased organizational commitment and job satisfaction.

Once again, results were similar to previous findings by Burnett and Pettijohn (2015) and Karimi et al. (2014). Specifically, Raman et al. (2006) showed that emotional intelligence was negatively related to emotional exhaustion, and positively related to job satisfaction and organizational commitment. Raman et al. concluded that that higher levels of emotional intelligence enable individuals to more adequately cope with work stressors, including emotional exhaustion, with less impact on organizational outcomes, including job satisfaction and organizational commitment.

Chan, Sit, and Lau (2014) examined the relationship between emotional intelligence and conflict resolution style, controlling for personality among 568 nursing students. Participants completed standard questionnaires to determine emotional intelligence level and preferred conflict resolution style. While emotional intelligence level was a strong predictor in all five conflict management styles, particularly integrating, obliging, compromising, and dominating, Chan et al. found that higher levels of emotional intelligence were significantly positively correlated with an integrating conflict management style.

In addition, findings also revealed that lower emotional intelligence scores were significantly negatively correlated with an avoiding style of conflict resolution. From these findings, Chan et al. (2014) suggested that emotional intelligence affords individuals greater ability to deal with their own and others' emotions during conflict resolution to reach solutions acceptable to all involved parties and negate the need to avoid individuals in emotionally charged situations. In addition, the researchers recommended adding emotional intelligence to the school curriculum to ensure that all

students, including those who enter the program with lower emotional intelligence levels, emerge with improved emotional management and conflict resolution skills.

Similarly, van den Berg et al. (2014) investigated the relationship between emotion regulation and conflict transformation. Participants included 94 information systems employees working across 23 project teams at various industries (government, finance, telecom, commercial, services, health) in the Netherlands. Participants completed team-coded questionnaires to answer questions about individual perception of emotion regulation and relationship, task, and process conflict within a team context. Results showed that emotion regulation positively impacted process and relationship conflict. In other words, teams with higher levels of emotion regulation ability experienced less relationship conflict when task or process conflict arose.

Finally, Wolfe and Kim (2013) investigated the relationship between emotional intelligence and positive workplace outcomes among 76 managers and supervisors of a Midwestern United States hotel chain. Participants completed questionnaires to answer questions about emotional intelligence and job satisfaction. Results showed that higher levels of emotional intelligence correlated positively with job satisfaction and tenure in the hotel industry.

Specifically, two job satisfaction subscales, general mood and intrapersonal, predicted satisfaction with the nature of work. The subscale, intrapersonal, also predicted satisfaction with organizational communication, general mood predicted satisfaction with organizational contingent rewards, and stress management predicted satisfaction with coworkers. Regarding industry tenure, the interpersonal subscale predicted years in the

hotel industry. Wolff and Kim (2013) concluded from these results that while interpersonal skills were a determinant of tenure in a service-related industry, such as the hotel industry, intrapersonal skills (i.e., emotional self-awareness, assertiveness), general mood (i.e., optimism, happiness), and stress management (i.e., stress tolerance, impulse control) were determinants of job satisfaction.

In summary, in addition to knowledge and technical skills, individuals must also have the ability to work well across functions and disciplines given that, for many 21st century organizations, no one person can accomplish what a team of experts can when they work collaboratively in an effective and efficient manner. For many job activities, human interaction cannot be avoided. However, as previously discussed, human interaction has become increasingly more complex contributing to higher levels of job stress and greater incidence of uncivil behavior. As Meier, Gross, Spector, and Semmer (2013) demonstrated, often it is relationship, rather than task conflict that impedes an otherwise productive working environment.

Meier et al. (2013) conducted a study on 131 men and women across a variety of professions, to test the hypothesis that both task and relationship conflict, but particularly relationship conflict, negatively impacts well-being. Participants completed a daily diary for two weeks, and answered questions about task and relationship conflict at the end of each work day and about mood (e.g., angry, resentful, annoyed) and somatic complaints (e.g., back pain, headache, and gastrointestinal problems) at the beginning and end of each day and at bed time on work days or each morning and evening on non-work days. Results confirmed that task conflict was unrelated to angry mood or somatic symptoms.

However, relationship conflict was positively associated with angry mood and the angry mood was present at the end of the day as well as at bedtime. As Meier et al. (2013) suggested, in the case of task conflict, perhaps individuals are able to rationalize that the conflict is the result of a difference of opinion related to the task rather than to them personally. Meier et al. concluded that relationship conflict is potentially more damaging because individuals view it as personal. In addition, the anger associated with relationship conflict not only impacts the individual employee, but because the anger extends beyond the work day, it also has the potential to negatively impact the individual's personal life, as well as one's family and friends.

Finally, Bruk-Lee, Nixon, and Spector (2015) investigated the impact of task, relationship, and non-task conflict on employee strain in 260 men and women employed across a variety of industries. Results of their study were inconsistent with the published literature showing that task conflict can actually benefit an organization. Specifically, Bruk-Lee et al. found that when task conflict occurs in conjunction with relationship conflict, the benefits are diminished. Therefore, organizational leaders need to ensure that employees have the ability to interact with one another in ways that promote quality working relationships and minimize relationship conflict.

Minimizing relationship conflict is dependent on eliminating, or at the very least minimizing, workplace incivility. Emotional intelligence is associated with heightened interpersonal sensitivity, greater ability to connect and communicate effectively with coworkers, and greater ability to establish and maintain quality interpersonal relationships. Increasing individuals' emotional intelligence level might offer

organizational leaders a strategy for mitigating or minimizing incidence and impact of workplace incivility.

Measuring Emotional Intelligence

Several scales are available to measure emotional intelligence. For example, in support of the ability-based emotional intelligence construct, Salovey and Mayer developed a comprehensive performance-based test, the Multifactor Emotional Intelligence Scale (MEIS; Mayer, Caruso, & Salovey, 1999) that incorporates specific tasks that test an individual's ability to recognize and use emotions or emotional cues to reason and solve problems. Subsequently, Mayer, Salovey, and Caruso developed a briefer version, (the MSCEIT, Version 2.0) (Mayer, Salovey, Caruso, & Sitarenios, 2003), which comprises 141 compared to the 402 items in the comprehensive test. Scoring for both the MEIS and the MSCEIT is by general or expert consensus.

However, several trait-based scales are also available including the Emotional Quotient Inventory (EQ-I) and The Trait Emotional Intelligence Questionnaire (TEIQue). For example, the EQ-I is a 133-item scale developed by Reuven Bar-On in 1997, which incorporates a series of short sentences to assess five area (intrapersonal, interpersonal, stress management, adaptability, and general mood). The EQ-I uses a 5-point response scale where 1=very seldom or not true of me and 5=very often true of me or true of me. (Bar-On, 2005; van Zyl & de Bruin, 2012, p. 534). In 1998, Goleman modified the EQ-I to include two sections, an assessment of personal competencies, including emotional self-awareness, self-regulation, and self-motivation and an assessment of social

competencies including empathy and social skills. The Trait Emotional Intelligence Questionnaire is discussed below.

To date, there is no one validated measure to which all emotional intelligence theorists subscribe. Despite the fact that ability-based measurements are generally thought to more narrowly define emotional intelligence and have less overlap with other theories (e.g., personality theory), criticisms include the fact that there is no standardized test and no standardized scoring process. Likewise, the trait-based scales are criticized because they do not require individuals to demonstrate the abilities that define emotional intelligence. In contrast, the trait measures rely on individuals to rate themselves with regard to how well they perceive their own and others' emotions and how they use emotional information in day-to-day interactions. In addition, some experts have raised concern that the self-report trait measures are more prone to faking good (Matthews, Zeidner, & Roberts, 2012).

In response to the criticism surrounding the emotional intelligence measures, Petrides argued that the current ability-based constructs are problematic because they are based on a cognitive rather than an operational definition of emotional intelligence. Further, Petrides questioned the validity of ability-based tests to validly measure emotions, given that emotions are subjective and personal, thereby calling into question whether ability-based tests can really be scored in a standardized and objective manner. In contrast, Petrides posited that emotional intelligence is a personality trait and to that end, he focused his research on identifying the location of trait emotional intelligence within the Giant Three (Psychoticism, Extraversion, and Neuroticism) and Big Five

(Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness) personality space.

According to Petrides (2010), measuring trait, rather than ability, emotional intelligence acknowledges the subjectivity of emotions and emotional experiences. Petrides developed and validated the Trait Emotional Intelligence Questionnaire. Petrides argued that the Trait Emotional Intelligence Questionnaire addresses the shortcomings of the ability-based tests in that the Trait Emotional Intelligence Questionnaire includes a comprehensive list of relevant behaviors that are tested by asking people to self-rate perceptions of their own emotional ability. Petrides argued that rather than labeling individuals as emotionally intelligent or not based on response to various emotions scored by a third party, trait emotional intelligence identifies various traits or behaviors, over and above personality traits, that empirical research has shown enables one to more effectively handle various emotionally-charged interactions.

The current version of the Trait Emotional Intelligence Questionnaire Full Form (version 1.50) consists of 15 facets (adaptability, assertiveness, emotion expression, emotion management (others), emotion perception (self & others), emotion regulation, impulsiveness (low), relationships, self-esteem, self-motivation, self-awareness, stress management, trait empathy, trait happiness, trait optimism) grouped under four factors (emotionality, sociability, self-control, and well-being). The full form includes 153 statements (e.g., “I’m usually able to influence the way other people feel”, or “I normally find it difficult to calm angry people down”, or “When I disagree with someone, I usually find it easy to say so”) and uses a 7-point scale where 1=disagree completely and 7=agree

completely. A global trait emotional intelligence score is provided in addition to separate scores for each of the 15 facets and each of the four factors.

Subsequently, Petrides developed the Trait Emotional Intelligence Questionnaire Short Form. The Trait Emotional Intelligence Questionnaire Short Form contains 30 questions and includes two questions from each of the 15 facets that comprise the Trait Emotional Intelligence Questionnaire Full Form. The Trait Emotional Intelligence Questionnaire Short Form provides a global trait emotional intelligence score and a separate score for each of the four factors, including well-being, self-control, emotionality, and sociability. Given the limited number of questions that comprise each of the 15 facets on the short form, a separate score for each of the 15 facets is only available for the full form. Results of empirical studies have demonstrated discriminant and incremental validity of the Trait Emotional Intelligence Questionnaire Short Form to predict construct-relevant criteria over and above the Giant Three and Big Five (Cooper & Petrides, 2010).

The Trait Emotional Intelligence Questionnaire Short Form Short Form was selected for the current study because it is briefer than the Trait Emotional Intelligence Questionnaire Full Form; 30 questions versus 153 questions. Nonetheless, the Trait Emotional Intelligence Questionnaire Short Form was derived from the full form and studies have demonstrated that validity and reliability as a psychometric measure was maintained (Petrides, 2009). In addition, the Trait Emotional Intelligence Questionnaire Short Form provides a global trait emotional intelligence score, allowing for comparison across emotional intelligence measures. Finally, like the Trait Emotional Intelligence

Questionnaire Full Form, the Trait Emotional Intelligence Questionnaire Short Form is a multifactorial measure, which allows for subscale analyses.

Emotional Intelligence: Relevance to the Current Study

As discussed above, higher levels of social and emotional intelligence have particular relevance in a contemporary organizational setting, since organizations today are highly dependent on individuals working cooperatively and collaboratively across functions and disciplines. Emotional intelligence has been studied extensively with regard to impact on a number of organizational outcomes. As a result, experts have suggested that emotionally intelligent individuals are able to recognize how their overall performance, interaction with others, and reactions to a variety of daily work stressors positively impact their performance as well as the performance of other employees with whom they work and interact.

Because of the real or potential impact social interaction has on individuals in the workplace, it is critically important that on an organization-wide basis every effort is made to identify and amplify ways in which workplace relationships can be optimized via social and emotional intelligence enhancement (Goleman, 2006, p. 11). Good interpersonal skills are necessary to facilitate collaborative performance, communicate effectively, and foster good working relationships. Researchers have evaluated the utility of emotional intelligence in a variety of settings and outcomes, as previously discussed in the chapter, but there is a paucity of studies evaluating the relationships between emotional intelligence and workplace incivility. The studies that were identified as a result of this researcher's literature search are described below.

For example, Bibi et al. (2013), explored the impact of emotional intelligence on workplace incivility and counterproductive work behaviors. Participants included 160 teachers across 7 universities in Pakistan. The researchers defined counterproductive work behaviors as any behavior that caused intentional physical or psychological harm to employees, physical harm to the organization, undermined work processes, theft, or work withdrawal.

Participants completed validated questionnaires to answer questions on uncivil and counterproductive work behavior and emotional intelligence. Consistent with previous incivility research, results showed that most participants responded to uncivil behavior by withdrawing or avoiding interaction with the instigator. Production deviance, which the researchers defined as "intentionally working slowly, doing work incorrectly, or neglecting to follow procedures" (Bibi et al., 2013, p. 328) was the next most common response.

Results also showed that participants higher in emotional intelligence engaged in counterproductive work behaviors less frequently compared to those with lower levels of emotional intelligence. For example, rarely did emotionally intelligent participants resort to theft or sabotage. Overall, results of this study were consistent with previous findings and support the premise that organizations should address workplace incivility to avoid higher costs of ignoring it and the negative effects that incivility can have on the organization through counterproductive work behaviors (Bibi et al., 2013).

In addition, Karim et al. (2015) investigated the relationships between emotional intelligence, workplace incivility, and work-related outcomes, including job satisfaction,

organizational commitment, turnover intentions, and counterproductive work behaviors. The sample consisted of 150 university teachers (58% males) who completed a series of surveys on emotional intelligence, uncivil workplace behavior, job satisfaction, counterproductive work behaviors, turnover intension, and affective organizational commitment. Karimi et al. showed that emotional intelligence was negatively correlated with uncivil workplace behavior and counterproductive work behaviors, and positively correlated with job satisfaction and organizational commitment. In addition, uncivil workplace behavior was positively correlated with counterproductive work behaviors and turnover intension and negatively correlated with job satisfaction and organizational commitment.

To date, no studies have been done to specifically evaluate the relationships between emotional intelligence and instigation of workplace incivility. Therefore, a quantitative and correlational study was needed. The purpose of the current study was to investigate the relationships between emotional intelligence and instigated workplace incivility.

Summary and Conclusions

As discussed above, results of several studies have shown that workplace incivility is prevalent, increasing, and associated with a whole host of negative consequences for individuals and organizations. However, less research over the last several years has focused on practical means by which organizational leaders can mitigate incivility or minimize incivility's negative impact. In addition, studies

specifically evaluating the relationships between individuals' level of emotional intelligence and workplace incivility have not been done.

Results of previous research have linked emotional intelligence to a number of positive individual and organizational outcomes, including improved teamwork and productivity, heightened interpersonal sensitivity, greater ability to connect and communicate effectively with coworkers, and higher quality interpersonal relationships. It is conceivable that enhancing individuals' social and emotional intelligence can potentially foster a greater sense of civility within the workplace and/or assist individuals to cope more effectively with negative consequences typically associated with workplace incivility. However, studies exploring the relationships between emotional intelligence and incivility have not been done.

Therefore, the purpose of the current study was to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. In Chapter 3, I discuss the rationale for the research design selected, the sampling method used, the source and types of data collection, and the methods for statistical analysis.

Chapter 3: Research Method

Introduction

Workplace incivility is prevalent and increasing, and associated with negative consequences for individuals and organizations. The purpose of this descriptive, quantitative, and correlational study was to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. In Chapter 2, I discussed the prevalence, antecedents, and the current mitigation techniques for curtailing incivility in the workplace and minimizing impact to individuals and organizations. However, as noted in Chapters 1 and 2, the relationships between emotional intelligence and instigation of workplace incivility have not been studied.

Therefore, the current study addressed this gap in the workplace incivility and emotional intelligence literature. In Chapter 3, I provide detailed information about the research design and research method, the target population, and the sampling method. I also discuss the source and types of data collected and the statistical tests used to analyze results of the current study.

Research Design and Rationale

The nature of this study was descriptive, quantitative, and correlational. The intent was to investigate the relationships between level of emotional intelligence (the independent variable) and instigated workplace incivility (the dependent variable). This study did not include an intervention. Therefore, cause and effect is not discussed. As Leedy and Ormond (2005) noted, a cause and effect relationship cannot be inferred from correlation alone.

A number of factors discussed in more detail below influenced the decision to use a quantitative, rather than a qualitative or mixed methods, approach. Briefly, quantitative research is the methodology of choice when the purpose of a study is to determine relationships between variables, where a body of knowledge is available upon which to build or expand. In contrast, qualitative research is intended to explore, describe, or illuminate the lived experience of individuals, in cases where limited or no information is available about a given research topic (Leedy & Ormond, 2005). Quantitative methodology was selected for the current study, given the dearth of historical and current information available on workplace incivility and emotional intelligence and because the overall objective of the current study was to evaluate the relationships between emotional intelligence and instigation of workplace incivility.

Additional defining characteristics of quantitative research further informed the decision to use this methodology. While qualitative research uses inductive reasoning to collect as much data as possible and determine what the data mean at an individual level in order to generalize to the larger population or larger situation, quantitative research uses deductive reasoning. For the current study, theoretical information currently available in the area of workplace incivility and emotional intelligence was deduced a priori into testable hypotheses that described the independent variable and the expected effect or outcome on the dependent variable. As noted above, for this study, the independent variable was emotional intelligence and the dependent variable was instigated workplace incivility.

Also, in the case of the current study, validated data collection instruments were available to generate numeric data via closed-ended survey questions. Data were quantified and analyzed using standard statistical tests, including tests of central tendency (mean, median, and range), tests of variability (standard deviation and standard error), and tests of significance (*p* values). Also, the estimated sample size was powered (determined to be large enough) to permit statistical testing and to minimize or control for both a type I or alpha error, rejecting the null hypothesis when it should have been accepted, the false positive; and a type II or beta error, accepting the null hypothesis when it should have been rejected, the false negative (Leedy & Ormrod, 2005, p. 270).

Finally, using a quantitative rather than a qualitative approach enables replication. By conducting future similar studies of this same topic, research findings become more powerful by verifying consistency in findings across individual studies, or confirming that there is no relationship between variables under study (Singleton & Straits, 2010). Additional similar studies conducted in the future are needed to either confirm or refute the findings of the current study.

However, when quantitative methodology was selected for the current study, it was recognized and appreciated that there were certain weaknesses associated with a quantitative approach. For example, participants' responses to questions that comprised a series of validated questionnaires that incorporated only closed-ended questions provided the quantitative data for the current study. Data derived solely from closed-ended questions limits the amount and depth of information collected (Singleton & Straits, 2010). Therefore, I recognized at the time the current study was designed that the depth

of information collected would be limited, and detailed information to explain findings would not be available.

Given the results of the current study, a logical next step might involve conducting a similar study that incorporates a qualitative component. Including open-ended questions in a future similar study would be one way to address limitations in data collection identified in the current study by providing further explanatory detail around various research findings and correlations. In addition, surveying individuals before and after a training component (i.e., emotional intelligence) would also permit a cause and effect analysis.

Methodology

Sample

Walden University's IRB approval number for this study is 04-01-16-0016206 and it expires on March 31, 2017. The current study used a nonrandomized sampling technique. Sampling is commonly undertaken when the population to which the researcher intends to generalize is large, and for a number of reasons including cost and timing, it simply is not realistic or practical to study the entire population (Singleton & Straits, 2010). However, in determining the sample size for a given study, as Singleton and Straits (2010) noted, the standard error, which is a measure of precision, decreases as the sample size increases (e.g., sample size 100/standard error 5%, sample size 400/standard error 2.5%, etc.).

According to Singleton and Straits (2010), while a sample size of 2,000-3,000, associated with a standard error of 1% is adequate for most studies, sample sizes larger

than that do not add much in the way of precision. However, Singleton and Straits also noted that a sample size of 1-400 is generally adequate for most social science research. The procedure for estimating the sample size for the current study is described below.

Estimating a representative sample for populations that are large using the following equation (Cochran, 1977) shows that for a confidence level of 95% and standard deviation of .5, the estimated sample size is 385. Therefore, the planned sample size for the current study was 385.

$$n_0 = \frac{Z^2 pq}{e^2}$$

The above equation is valid where n_0 is the sample size, Z^2 is the abscissa of the normal curve that cuts off an area α at the tails (1 - α equals the desired confidence level, e.g., 95%), *e* is the desired level of precision, *p* is the estimated proportion of an attribute that is present in the population, and *q* is 1 - *p*.

The unit of analysis for this study was individuals and the target population to which the researcher intended to generalize was full time employed adult men and women in the United States with tenure in their current profession and at their current organization. The sample for this study was recruited through SurveyMonkey. As noted previously, SurveyMonkey was selected because of their excellent standing as a reputable web-based recruitment firm, their ability to recruit large samples (e.g., 385 participants) in a timely manner, and their access to a large participant pool, ensuring, to the extent possible, participation by both males and females across a broad range of ages, ethnic

backgrounds, industries, and professions. Participation by a large diverse population is one way to decrease coverage error (Singleton & Straits, 2010).

Sampling Procedures

The sample for this study, 385 full time employed adult men and women in the United States, was recruited through SurveyMonkey. Potential participants read a cover letter (Appendix A) that informed them of the purpose of this online study, the study procedures, and provided the principal investigator's contact information should potential participants have questions or concerns. Next, participants answered questions to determine eligibility. Eligibility criteria (Appendix B) was used to identify men and women in the United States who were currently employed full time, had a minimum of 5 years of experience in their current profession and a minimum of 2 years at their current organization, and were willing to spend approximately 35 minutes to provide demographic information and complete two questionnaires.

Eligible participants were provided with the IRB approved informed consent form via the SurveyMonkey website. After reading the informed consent, participants indicated their agreement to participate by clicking on a link provided by SurveyMonkey. After clicking on the link, participants were requested to provide demographic data (control variables) including age, race, gender, profession or occupation, number of years in current profession, level within the organization, and number of years at current organization. Next, eligible participants completed two separate, online, multi-item, validated questionnaires; one to measure instigated workplace incivility and the other to

measure emotional intelligence. At the completion of the survey, participants were thanked for their time.

Instrumentation and Operationalization of Constructs

For purposes of the current study, workplace incivility was defined as "low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect" (Andersson & Pearson, 1999, p.457). The current study used the Cortina et al. (2001) Workplace Incivility Scale (WIS), as revised by Blau & Andersson (2005) to measure instigated workplace incivility (Appendix E). The Blau and Andersson instigated workplace incivility instrument includes the lead-in question "How often have you exhibited the following behaviors in the past five years to someone at work (e.g., co-worker, other employee, supervisor)?", followed by the same 7 items included in the Cortina et al. WIS as detailed below. The researcher obtained written permission to use the Instigated Workplace Incivility Scale for the current study from Dr. Lynne Andersson (Appendix G).

The 7 items in the WIS, measuring rude, discourteous, and condescending behavior, are: "put down others or were condescending to them in some way, paid little attention to a statement made by someone or showed little interest in their opinion, made demeaning, rude, or derogatory remarks about someone, addressed someone in unprofessional terms either privately or publically, ignored or excluded someone from professional camaraderie (e.g. social conversation), doubted someone's judgment in a matter over which they had responsibility, made unwanted attempts to draw someone into a discussion of personal matters" (Blau & Andersson, 2005, p. 600). Each instigated WIS

statement is rated on a "4-point response scale (1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), 4=frequently (at least once a day)" (Blau & Andersson, 2005, p. 600).

The WIS instrument was initially developed by Cortina et al. (2001) to assess experienced workplace incivility. Reliability and validity testing were based on a sample of 1,167, 325 men, 833 women, and 9 individuals who did not specify gender. The sample ranged in age from 21 to 78 years, mean age was *m* = 40.31 years, and 96% were employed full time (p. 68). Cortina et al. reported a Cronbach's alpha level of .89, demonstrating reliability and cohesiveness. In addition, the WIS was highly negatively correlated with the Perception of Fair Interpersonal Treatment Scale (-.59), a measure of civility fairness, demonstrating convergent validity (p. 70).

Blau and Andersson (2005) revised the Cortina et al. (2001) WIS to specifically assess instigation of workplace incivility. Scale scores were based on a sample of 211 employed men and women (54% female) who were attending evening undergraduate and graduate programs. Eighty-nine percent worked a minimum of 35 hours per week, and were employed across a variety of occupations (i.e., health care, engineering, finance, management, information technology, administration, teaching, hospitality).

Participants completed the Cortina et al. (2001) experienced WIS, the modified Instigated Workplace Incivility Scale, and the Interpersonal Deviance Scale (Blau & Andersson, 2005). "Scale reliabilities were .89 for instigated workplace incivility, .88 for experienced workplace incivility, and .80 for interpersonal deviance" (Blau & Andersson, 2005, p. 603). Results showed that instigated workplace incivility was a distinct construct

from experienced workplace incivility and from interpersonal deviance (Blau & Andersson, 2005). Correlations between instigated workplace incivility and experienced workplace incivility and between instigated workplace incivility and interpersonal deviance were .20 and .40, respectively. The correlation between experienced workplace incivility and interpersonal deviance was .27 (Blau & Andersson, 2005). Table 1 below shows the descriptive statistics for the Instigated Workplace Incivility Scale.

Table 1

Descriptive Statistics for the Instigated Workplace Incivility Scale

Scale	Number of Items	*M*	*SD*	α
Instigated Workplace Incivility	7	1.55	0.64	.91

Note. $N = 162$. Adapted from "Testing a measure of instigated workplace Incivility," by Gary Blau & Lynne Andersson, 2005, *Journal of Occupational and Organizational Psychology, 78*, p. 606. © 2005 The British Psychological Society. Reproduced by permission.

For purposes of the current study, trait emotional intelligence was defined as "a constellation of emotional self-perceptions located at the lower levels of personality hierarchies and measured via the trait emotional intelligence questionnaire" (Cooper & Petrides, 2010, p. 449). The Trait Emotional Intelligence Questionnaire Short Form (Version 1.50) was used to measure emotional intelligence (Appendix D). The Trait Emotional Intelligence Questionnaire is widely used in emotional intelligence research owing to its reliability and because factor analysis supports theoretical models of trait emotional intelligence (Petrides, 2009). In addition, the Trait Emotional Intelligence

Questionnaire has predictive value across a multitude of research and clinical applications including mental health, job stress, coping mechanisms, job performance, organizational commitment, deviant behavior at school, sensitivity to mood induction (Petrides, 2009).

Reliability and validity of the Trait Emotional Intelligence Questionnaire Full Form was based on a sample of 1721 individuals (912 female, 764 male, 61 unreported, with an age range of 29-65 years (72% less than 30 years old). Internal consistency was .89 for females and .92 for males for the global trait emotional intelligence. At the factor level, alpha coefficients for females were .75 (Emotionality), .78 (Self-Control), .79 (Sociability), and .83 (Well-Being) and alpha coefficients for males were .80 (Emotionality), .78 (Self-Control), .82 (Sociability), and .84 (Well-Being). Over a 12-month period, the test-retest reliability coefficients were .59 for Emotionality, .74 for Self-Control, .71 for Sociability, .86 for Well-being, and .78 for the global trait emotional intelligence (Petrides, 2009).

Convergent validity was also demonstrated. For example, the Trait Emotional Intelligence Questionnaire correlated positively with two trait-based measures, the Assessing Emotions Scale and the Multidimensional Emotional Intelligence Assessment, with correlations of .73 and .77, respectively. Likewise, discriminant validity was demonstrated showing that correlations with two ability-based measures, the Situational Test of Emotional Management and the Situational Test of Emotional Understanding, were .03 and .16, respectively (Petrides, 2009).

Subsequently, Petrides developed the Trait Emotional Intelligence Questionnaire Short Form, a 30-item questionnaire that incorporates two questions from each of the 15 facets that comprise the Trait Emotional Intelligence Questionnaire Full Form. The Trait Emotional Intelligence Questionnaire Short Form provides a global trait emotional intelligence score, as well as a score for each of the four factors (emotionality [emotion perception, emotion expression, empathy, relationships], self-control [emotion regulation, stress management, impulsiveness low], well-being [self-esteem, optimism, happiness], and sociability ([assertiveness, emotion management, social-awareness) (Cooper & Petrides, 2010). Adaptability and self-motivation are two additional facets that are not aligned with a specific function, but both contribute to the global trait emotional intelligence score (Petrides, 2009).

Reliability and validity of the Trait Emotional Intelligence Questionnaire Short Form was confirmed in two separate samples, the first in a sample of 1,119 (455 men, 653 women, 11 did not specify gender) and the second in a sample of 866 (432 men, 416 women, 18 did not specify gender). Reliability and validity of the Trait Emotional Intelligence Questionnaire Short Form was consistent with the reliability and validity results found with the Trait Emotional Intelligence Questionnaire Full Form. Although not required for academic research, the researcher obtained written permission to use the Trait Emotional Intelligence Questionnaire from Dr. Petrides (Appendix F). Table 2 below shows the descriptive statistics for the Trait Emotional Intelligence Questionnaire Short Form.

Table 2

Descriptive Statistics for Trait Emotional Intelligence Questionnaire Short Form

Scale	Number of items	*M*	*SD*	α
Well-being	6	5.41	0.91	.75
Self-control	6	4.57	0.92	.66
Emotionality	8	5.05	0.86	.66
Sociability	6	4.82	0.89	.70
Global trait emotional intelligence	30	5.40	0.61	.87

Note. *N* = 866. Adapted from "The Measurement of Trait Emotional Intelligence with TEIQue-SF: An Analysis Based on Unfolding Item Response Theory Models," by Leonidas A. Zampetakis, 2015, *Research on Emotion in Organizations, 7*, p. 301.

Control variables collected included age, race, gender, profession, number of years in current profession, level within the organization, and number of years at current organization (Appendix C). Of these, both gender and level within the organization are the most critical. Results of research have shown that women are more likely to be targets of incivility and men, while also targets, are more frequently instigators of incivility (Blau & Andersson, 2005); Cortina et al., 2001; Cortina et al., 2002). In addition, while both men women instigate incivility, instigators' corporate or professional status is generally higher compared to their targets (Cortina et al., 2001).

In addition, there is no clear consensus regarding whether or not emotional intelligence is higher among women compared to men. For example, Shahzad and Bagum

(2012) found in a study of 100 students (51% male, 49% female) that trait emotional intelligence was significantly higher in males compared to females. Similarly, Singh and Goel (2014) found in a study of 100 dancers, musicians, and painters (50% males, 50% females) that emotional intelligence was significantly higher in males compared to females. However, Shehzad and Mahmood (2013) found in a study of 879 university teachers (54.6% males, 45.3% females) that there was no difference in the mean emotional intelligence between males and females, with the exception of the interpersonal skills; the mean emotional intelligence score for interpersonal skills was significantly higher for females compared to males.

Data Analysis

The software, Statistical Package for the Social Sciences (SPSS), was used to analyze the data. Descriptive statistics were performed for all continuous and categorical study variables. Correlation, a statistical method used to determine relationships between variables (Leedy & Ormrod, 2005; Singleton & Straits, 2010), was used to determine the relationships between emotional intelligence and instigation of workplace incivility and perform hypothesis testing. Multiple regression was used to determine the effect of the independent variable, emotional intelligence, and the control variables in predicting the dependent variable, instigated workplace incivility.

Data from the current study were analyzed using parametric statistical tests, specifically the Pearson product moment correlation and stepwise multiple regression. However, in order to use parametric tests, certain requirements must be met. Specifically, parametric statistical tests require that (a) the independent and dependent variables are

continuous, (b) the data are approximately normally distributed, (c) there is a linear relationship between variables, (d) missing data are imputed and outliers are excluded, and (e) the data are homoscedastic (Singleton & Straits, 2010).

For the current study, the Pearson product moment correlation, or correlation coefficient, *r*, was calculated to describe the strength and direction of the relationship between emotional intelligence and instigated workplace incivility. The correlation coefficient is a number between -1 and +1 and is generally a decimal. The closer the correlation coefficient is to 1, the stronger the relationship. In addition, a positive number (e.g., .75) indicates a positive or direct relationship between variables and a negative number (e.g., -.25) indicates a negative or inverse relationship. In a positive or direct relationship, as one variable increases, the other variable also increases. Whereas, in a negative or inverse relationship, as one variable increases, the other variable decreases (Leedy & Ormond, 2005; Singleton & Straits, 2010).

However, one attribute of the Pearson product moment correlation, or correlation coefficient, *r*, is that all variables must be continuous. While the correlation coefficient, *r*, is the statistical test of choice when both or all variables under analysis involve continuous data, it was appropriate to utilize this statistical test for the current study given the following. Both instruments used in the current study incorporated a Likert-type scale and participants were instructed to check the number that indicated their agreement or disagreement with each statement. Consistent with the intended use of the Instigated Workplace Incivility Scale and the Trait Emotional Intelligence Questionnaire, individuals' responses to each question were summed to derive an overall level of

incivility or emotional intelligence and to calculate a mean and standard deviation for further statistical analysis.

For example, the Instigated Workplace Incivility Scale included 7 statements and responses ranged from 1 (hardly ever) to 4 (frequently). Therefore, total possible scores ranged from 7 to 28. A lower score in*d*icated a lower level of instigated incivility and a higher score indicated a higher level of instigated incivility. The Trait Emotional Intelligence Questionnaire included 30 statements and responses ranged from 1 (completely disagree) to 7 (completely agree). Therefore, total possible scores ranged from 30 to 210. A lower score indicated a lower emotional intelligence level and a higher score indicated a higher emotional intelligence level. As Singleton and Straits (2010) noted regarding a Likert Scale, "the object is to create a set of items whose combination provides the best measure of differences among respondents on the underlying concept" (p. 440).

Hypotheses testing was done to answer the following research questions and to address the following research hypotheses:

RQ1: Within an organizational setting, what is the relationship between an individual's global trait emotional intelligence and that individual's instigation of workplace incivility?

$H_0$1: An individual's global trait emotional intelligence is not related to that individual's instigation of workplace incivility.

H_a1: An individual's global trait emotional intelligence is inversely related to that individual's instigation of workplace incivility.

RQ2: Within an organizational setting, what is the relationship between an individual's self-control and that individual's instigation of workplace incivility?

$H_0$2: An individual's self-control is not related to that individual's instigation of workplace incivility.

H_a2: An individual's self-control is inversely related to that individual's instigation of workplace incivility.

RQ3: Within an organizational setting, what is the relationship between an individual's emotionality and that individual's instigation of workplace incivility?

$H_0$3: An individual's emotionality is not related to that individual's instigation of workplace incivility.

H_a3: An individual's emotionality is inversely related to that individual's instigation of workplace incivility.

RQ4: Within an organizational setting, what is the relationship between an individual's sociability and that individual's instigation of workplace incivility?

$H_0$4: An individual's sociability is not related to that individual's instigation of workplace incivility.

H_a4: An individual's sociability is inversely related to that individual's instigation of workplace incivility.

Hypotheses were tested by calculating the correlation coefficient, r, and the p statistic. For any calculated $p \leq 0.05$, the null hypothesis was rejected in support of the alternate hypothesis.

Finally, regression analysis is a statistical method that predicts the effect of one or more independent variables on the dependent variable (Singleton & Straits, 2010). For the current study, stepwise multiple regression was used to determine effect of emotional intelligence and/or one or more of the control variables of age, race, gender, profession, years in profession, level within the organization, and years at current organization in predicting the dependent variable, instigated workplace incivility. However, a requirement of regression analysis is that the dependent variables and all of the independent variables be continuous.

Since the current study incorporated both continuous and categorical variables, categorical variables were either coded (e.g., race white 0= no, 1 = yes) or dummy variables were created (e.g., gender 1 = *male*, 2= *female*). Coding categorical variables and/or creating dummy variables is commonly used prior to regression analysis when studies incorporate both continuous and categorical variables (Singleton & Straits, 2010). Results of the current study are presented in tables and relationships are discussed in Chapter 4.

Threats to Validity

Internal and External Validity

Internal validity is the extent to which the researcher can claim that research findings are the result of the treatment (the independent variable) and not due to some other extraneous variable(s). The current study used appropriately validated and reliable instruments to measure emotional intelligence and instigated workplace incivility, thereby enhancing internal validity (Singleton & Straits, 2010). External validity is the

extent to which the researcher can generalize results to the larger population. The sample for this study was representative of the target population to which the researcher intended to generalize findings, thereby enhancing external validity (Singleton & Straits, 2010). Specifically, the sample for this study included full time employed adult men and women across the United States, from various professions and industries and across a variety of organizational levels.

Ethical Procedures

Each potential participant was provided with a Cover Letter via the Survey Monkey website, which included a brief description of the study, the approximate duration of time required to complete the questionnaires, and the researcher's name, email address, and telephone number. The IRB approved Informed Consent Form, also provided via the SurveyMonkey website, included information such as: (a) the purpose of the study, (b) a brief description of workplace incivility and emotional intelligence and a few sample survey questions, (c) the estimated amount of time required to take the assessments, (d) the necessity of informed written consent, (e) notice that participation is voluntary and that participation may be withdrawn at any time during the study, and (f) information pertaining to confidentiality of participants and their results. The Consent Form also included the principal investigator's email address and phone number in case participants had any questions regarding the study.

In both the Cover Letter and the Informed Consent Form, the researcher informed potential participants that no personal identifiable information (such as your name, birthdate, or contact information) would be collected for this study, that each participant

would be assigned a participant ID code, and that all responses would remain confidential. In addition, researcher informed participants that they could make a copy of the signed consent form for their personal records. This study, the Informed Consent Form, and other relevant study-related documents were submitted to the Walden University Institutional Review Board and no study-related activities were initiated until full written Institutional Review Board approval was received.

Summary

Workplace incivility is prevalent and increasing, and associated with negative consequences for individuals and organizations. The purpose of the current study was to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. In this chapter, I discussed the research design and choice of research method, the target population and sampling method, the source and types of data collection, the methods for statistical analyses, and ethical considerations. In Chapter 4, I present the results of the current study, including the data collection process, the data management process, and the statistical tests used for data analyses.

Chapter 4: Results

Introduction

The purpose of this quantitative, descriptive, and correlational study was to investigate the relationships between individuals' level of emotional intelligence (independent variable) and their instigation of workplace incivility (dependent variable). The general research problem was that workplace incivility is prevalent, increasing, and negatively impacts individuals and organizations. As discussed in detail in Chapter 2, targets and observers of incivility experience greater levels of job stress, decrease their work hours and effort, and 12% of individuals leave the organization as a direct result of the incivility (Reich & Hershcovis, 2015; Sakurai & Jex, 2012). In addition, repetitive acts of incivility between or among coworkers disrupt teamwork, decrease worker productivity, and erode the quality of working relationships (Bibi et al., 2013; Leiter et al., 2011; Pearson & Porath, 2005; Porath, Gerbasi, & Schorch, 2015; Porath & Pearson, 2012, 2013).

The gap in the literature was that while emotional intelligence has been linked to improved individual and organizational performance, studies evaluating the relationships between emotional intelligence and instigation of workplace incivility have not been done. Therefore, a quantitative and correlational study was needed. The purpose of Chapter 4 is to present the results of the current study, including the data collection process and techniques used for data analyses. Data analysis was guided by the research questions and hypotheses and included descriptive statistics, correlation, and regression analysis, as described in detail below.

Participants and Procedures

The population for this study was adult men and women in the United States who were employed full time, had been in their current profession or industry for a minimum of 5 years, and at their current organization for a minimum of 2 years. Survey data were collected using a web-based link hosted by SurveyMonkey. Eligible participants provided demographic information, including age, race, gender, profession, and organizational level, and completed two validated surveys: the Instigated Workplace Incivility Scale and the Trait Emotional Intelligence Questionnaire Short Form.

The required representative sample size for this study, $N = 385$, was determined a priori (Cochran, 1977). Because this study used eligibility criteria as described above, the survey was sent to 593 potential participants to achieve the 385 planned sample. Of the 593 potential participants invited to participate, 306 participants qualified for participation based on eligibility criteria. Of the 306 qualified participants, 19 (6%) either did not provide informed consent and were not eligible to participate, or, for some other unspecified reason, chose not to participate after initially accessing the study link. Of the remaining 287 participants who satisfied the eligibility criteria and provided informed consent, complete data were available for 260 participants, as described in further detail below. Therefore, the final sample size for the current study was $N = 260$.

Data Collection

Data for this study were collected anonymously using a web-based link hosted by SurveyMonkey (http://www.SurveyMonkey.com). SurveyMonkey sent potential participants an e-mail invitation that included the Cover Letter (Appendix A) and the

four-question eligibility questionnaire (Appendix B). Participants who satisfied the eligibility criteria (i.e., were employed full time, had been in their current profession/industry for at least 5 years and at their current organization for at least 2 years, and were willing to spend 35 minutes to complete the demographic questions and surveys) received the IRB approved informed consent form. Only those individuals who satisfied the eligibility criteria and provided voluntary consent to participate were given access to the 42-question survey, which consisted of five demographic questions (Appendix C), seven questions investigating instigated workplace incivility (Appendix E), and 30 questions investigating trait emotional intelligence (Appendix D). The study was available to participants from April 26, 2016 to April 27, 2016. At the close of the study, data were imported into SPSS for analysis.

Data Management

SPSS software for Windows Version 23, with a two-sided 5% alpha level, was used to produce descriptive statistics and perform correlation and regression analyses. As noted above, 287 eligible participants responded to the online survey and completed the demographic and survey questions. As discussed in Chapter 3, parametric statistical tests (i.e., Pearson product moment correlation, multiple regression analysis) were used to analyze the data. Use of parametric statistical tests requires that (a) the independent and dependent variables are continuous, (b) the data are approximately normally distributed, (c) there is a linear relationship between variables, (d) missing data are imputed and outliers are excluded, and (e) the data are homoscedastic.

Therefore, prior to analysis, data were inspected for missing values and outliers and to determine normality, as described below. First the data were assessed for missing values and outliers. Twenty-two participants had one missing answer, three participants had two missing answers, and two participants had three missing answers. These missing values were estimated and replaced using the overall mean or overall mode of the sample depending on the type of variable (Leedy & Ormrod, 2005). Next, normality boxplots identified 26 individuals with univariate outlier scores, which were removed from the study (Leedy & Ormrod, 2005). The Mahalanobis distance test found one additional multivariate outlier, whose scores were also removed. This resulted in a final sample size of $N = 260$.

The data were then inspected to determine distribution. Bivariate normality was examined using bivariate scatterplots and found no discernable nonlinear patterns in the scatter of data points. Independence of errors was not deemed a problem due to the design of the study (each person only completed one survey) and the Durbin-Watson statistic for the regression model was within normal limits. Multicollinearity was not found based on the variance inflation factor (VIF) and tolerance statistics. Inspection of the regression residual expected cumulative probability-probability (P-P) plot found homoscedasticity assumptions to have been adequately met. Taken together, the assumption testing results for Pearson correlations and multiple regression were acceptable.

Descriptive Statistics

Participant demographic information included age, race, gender, profession, time in profession, organizational level, and time at current organization. Table 3 displays the frequency counts for the demographic statistics of the individuals in the study. All of the participants were employed at least 36 hours per week, and most had spent at least 13 years in their profession (63.8%). Half of the participants had been with the company 10 years or more.

Age groupings of the participants ranged from 18-29 years (6.2%) to 60 years and older (25.4%) with a median age being *Mdn* = 54.50 years. Most participants self-identified as white (91.2%). Gender counts were similar for males (49.2%) and females (50.8%). Participants were employed across a broad range of professions; however, the most frequently chosen professions were education (15.8%), computer technology/services (15.0%), and healthcare (15.0%). Participants also indicated a wide range of organizational levels between administrative (14.6%) and senior management (11.5%) (Table 3). The sample for this study represents the population to which I intended to generalize: adult men and women in the United States, employed full time, with at least 5 years of experience in their current profession or occupation, and at least 2 years at their current organization or place of business.

Table 3

Frequency Counts for Selected Variables

Variable	Category	*n*	%
Currently employed			
	Employed full time	260	100.0
Time in profession			
	5-8 years	47	18.1
	9-12 years	47	18.1
	13 years, or more	166	63.8
Time in company			
	2-5 years	76	29.2
	6-9 years	54	20.8
	10 years, or more	130	50.0
Age [a]			
	18-29 years old	16	6.2
	30-39 years old	46	17.7
	40-49 years old	53	20.4
	50-59 years old	79	30.4
	60 years old, or older	66	25.4
Race / Ethnicity			
	White	237	91.2
	Black or African American	12	4.6
	Other	11	4.3
Gender			
	Male	128	49.2
	Female	132	50.8

[a] Age: *Mdn* = 54.50 years.

(table continues)

Variable	Category	*n*	%
Profession			
	Computer Technology or Services	39	15.0
	Sales & Marketing	16	6.2
	Hospitality (Hotel, Restaurant, Catering)	1	0.4
	Architecture or Engineering	9	3.5
	Construction	3	1.2
	Education	41	15.8
	Legal Profession	5	1.9
	Healthcare (Medical, Nursing, etc.)	39	15.0
	Business or Financial Services	22	8.5
	Government (including Military)	25	9.6
	Safety or Security Services	2	0.8
	Manufacturing	10	3.8
	Other Profession or Occupation	48	18.5
Organizational level			
	Administrative	38	14.6
	Staff (non-management)	79	30.4
	Other position or profession	54	20.8
	Middle Management	59	22.7
	Senior Management	30	11.5

Note. $N = 260$

Table 4 displays the psychometric characteristics for the five emotional intelligence scale scores and the instigated incivility scale score. The global emotional intelligence scale had a mean of $M = 5.40$ ($SD = 0.61$) and the instigated incivility scale had a mean of $M = 1.55$ ($SD = 0.41$). Cronbach's alpha reliability coefficients for the six scale scores ranged in size from $\alpha = .63$ to $\alpha = .87$ with the median sized coefficient being $\alpha = .68$. The typical rule of thumb for the minimum acceptable coefficient size is $\alpha > .69$. However, given the sample size ($N = 260$) and the quality of these previously validated scales (Leedy & Ormrod, 2005), reliability was not deemed to be of major concern.

Table 4

Psychometric Characteristics for Summated Scale Scores

Score	Number of Items	*M*	*SD*	Low	High	α
Well-being	6	5.86	0.81	3.83	7.00	.79
Self-control	6	5.22	0.80	3.00	7.00	.63
Emotionality	8	5.47	0.73	3.50	7.00	.63
Sociability	6	4.95	0.90	2.50	7.00	.68
Global Trait Emotional Intelligence	30	5.40	0.61	3.93	6.77	.87
Incivility	7	1.55	0.41	1.00	2.57	.68

Note. $N = 260$.

Research Questions and Hypotheses

Research Question 1

Research Question 1 asked: Within an organizational setting, what is the relationship between an individual's global trait emotional intelligence and that individual's instigation of workplace incivility? To answer Research Question 1, the following hypotheses were formed:

> $H_0$1: An individual's global trait emotional intelligence is not related to that individual's instigation of workplace incivility.
>
> H_a1: An individual's global trait emotional intelligence is inversely related to that individual's instigation of workplace incivility.

To test the null hypotheses, Table 5 displays the Pearson correlation for global trait emotional intelligence and incivility. Incivility was found to have a significant inverse correlation with global trait emotional intelligence (r = -.23, p = .001). This finding provided support to reject the null hypothesis for Research Question 1.

Research Question 2

Research Question 2 asked: Within an organizational setting, what is the relationship between an individual's self-control and that individual's instigation of workplace incivility? To answer Research Question 2, the following hypotheses were formed:

> $H_0$2: An individual's self-control is not related to that individual's instigation of workplace incivility.

H_a2: An individual's self-control is inversely related to that individual's instigation of workplace incivility.

To test the null hypotheses, Table 5 displays the Pearson correlation for self-control and incivility. Incivility was found to have a significant inverse correlation with self-control (r = -.25, p = .001). This finding provided support to reject the null hypothesis for Research Question 2.

Research Question 3

Research Question 3 asked: Within an organizational setting, what is the relationship between an individual's emotionality and that individual's instigation of workplace incivility? To answer Research Question 3, the following hypotheses were formed:

$H_0$3: An individual's emotionality is not related to that individuals' instigation of workplace incivility.

H_a3: An individual's emotionality is inversely related to that individual's instigation of workplace incivility.

To test the null hypotheses, Table 5 displays the Pearson correlation for emotionality and incivility. Incivility was found to have a significant inverse correlation with emotionality (r = -.21, p = .001). This finding provided support to reject the null hypothesis for Research Question 3.

Research Question 4

Research Question 4 asked: Within an organizational setting, what is the relationship between an individual's sociability and that individual's instigation of

workplace incivility? To answer Research Question 4, the following hypotheses were formed:

$H_0$4: An individual's sociability is not related to that individual's instigation of workplace incivility.

H_a4: An individual's sociability is inversely related to that individual's instigation of workplace incivility.

To test the null hypotheses, Table 5 displays the Pearson correlation for sociability and incivility. Incivility was not statistically related to sociability (r = -.09, p = .17). This finding provided no support to reject the null hypothesis for Research Question 4.

Table 5

Correlations for the Emotional Intelligence Scales with the Incivility Scale

Scale	Incivility
Global Trait Emotional Intelligence	-.23 ****
Well-being	-.15 **
Self-control	-.25 ****
Emotionality	-.21 ***
Sociability	-.09

Note. N = 260.
* p < .05. ** p < .01. *** p < .005. **** p < .001.

Additional Findings

Table 6 displays the Pearson correlations between the emotional intelligence global score and the incivility score with six demographic variables. For the resulting 12 correlations, three were significant at the $p < .05$ level. Specifically, emotional intelligence was higher for those who had less years with the company ($r = -.16$, $p = .01$) and those in higher organizational levels ($r = .14$, $p = .03$). In addition, incivility was higher for younger respondents ($r = -.18$, $p = .004$).

Table 6

Correlations for Demographic Variables with Global Trait Emotional Intelligence and Incivility Scales

	Global Trait	
Variable	Emotional Intelligence	Incivility
Time in profession	-.09	-.04
Time in company	-.16 **	.02
Age	-.03	-.18 ***
White [a]	-.03	-.02
Gender [b]	.08	-.08
Organizational level	.14 *	-.07

Note. $N = 260$.
* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.
[a] Coding: 0 = *No* 1 = *Yes*
[b] Gender: 1 = *Male* 2 = *Female*

As an additional exploratory analysis, Table 7 displays the stepwise multiple regression analysis predicting incivility based on 11 candidate variables. The 11

candidate variables included five emotional intelligence scale scores (global trait emotional intelligence, wellbeing, self-control, emotionality, and sociability) and six demographic variables (age, race, gender, type of organization, position within organization, and number of years in current position). The final 3-variable model was statistically significant (p = .001) and accounted for 11.1% of the variance in incivility. Specifically, incivility was related to lower levels of self-control (β = -.18, p = .005), being younger (β = -.18, p = .003), and lower emotionality scores (β = -.16, p = .01).

Table 7

Prediction of Incivility Based on Selected Variables. Stepwise Multiple Regression

Variable	*B*	*SE*	β	*p*
Intercept	2.79	0.23		.001
Self-control	-0.09	0.03	-.18	.005
Age	-0.06	0.02	-.18	.003
Emotionality	-0.09	0.04	-.16	.01

Note. N = 260. Final Model: F (3, 256) = 10.63, p = .001. R^2 = .111. Candidate variables = 11.
Note. Durbin-Watson statistic = 2.05.

Summary

The purpose of this quantitative, descriptive, and correlational study was to investigate the relationships between individuals' level of emotional intelligence (independent variable) and their instigation of workplace incivility (dependent variable).

In Chapter 4, I reported on the statistical findings for the four research hypotheses. In summary, this study used responses from 260 full time employed adult men and women in the United States to examine the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility.

Participants' median age was *Mdn* = 54.50 years. Most participants self-identified as white (91.2%), gender was similar for males (49.2%) and females (50.8%), and the professions and organizational levels participants' indicated covered a broad range. The Pearson product moment correlation, or correlation coefficient, *r*, was used to test the relationships between emotional intelligence and incivility.

Hypothesis 1 stated that no relationship existed between an individual's global trait emotional intelligence and that individual's instigation of workplace incivility. The Pearson correlation, *r*, revealed a statistically significant inverse relationship between global trait emotional intelligence and instigation of workplace incivility (Table 5). It was concluded that individuals with higher levels of emotional intelligence are less likely to instigate workplace incivility.

Hypothesis 2 stated that no relationship existed between an individual's self-control and that individual's instigation of workplace incivility. The Pearson correlation, *r*, revealed a statistically significant inverse relationship between self-control and instigation of workplace incivility (Table 5). It was concluded that individuals with higher levels of self-control are less likely to instigate workplace incivility.

Hypothesis 3 stated that no relationship existed between an individual's emotionality and that individual's instigation of workplace incivility. The Pearson

correlation, *r*, revealed a statistically significant inverse relationship between emotionality and instigation of workplace incivility (Table 5). It was concluded that individuals with higher levels of emotionality are less likely to instigate workplace incivility.

Hypothesis 4 stated that no relationship existed between an individual's sociability and that individual's instigation of workplace incivility. The Pearson correlation, *r*, revealed no statistically significant relationship between sociability and instigation of workplace incivility, suggesting that no relationship exists between sociability and incivility (Table 5). Therefore, the null hypothesis for Hypothesis 4 cannot be rejected.

Stepwise regression analysis predicting incivility based on 11 candidate variables (five emotional intelligence scale scores and six demographic variables) showed that younger age and lower levels of self-control and emotionality predicted higher levels of incivility and accounted for 11.1% of the variance in incivility. Specifically, incivility was related to lower levels of self-control ($\beta = -.18$, $p = .005$), being younger ($\beta = -.18$, $p = .003$), and lower emotionality scores ($\beta = -.16$, $p = .01$) (Table 7).

In the final chapter, Chapter 5, I provide an interpretation of this study's research findings. Specifically, I compare findings from the current study to the literature, draw conclusions, and discuss implications for social change. In addition, I discuss the limitations of the current study and make suggestions for future research.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this descriptive, quantitative, and correlational study was to investigate the relationships between individuals' level of emotional intelligence and their instigation of workplace incivility. I hypothesized that emotional intelligence level was inversely related to instigation of workplace incivility. The theoretical framework for this study was emotional intelligence theory as originally defined by Salovey and Mayer and as further advanced by Goleman. Participants were full time employed adult men and women in the United States who had been in their current profession for a minimum of 5 years and at their current organization for a minimum of 2 years.

Data were obtained from a total of $N = 260$ participants, who answered demographic questions and completed the Instigated Workplace Incivility Scale and the Trait Emotional Intelligence Questionnaire Short Form. Findings revealed that instigation of workplace incivility was significantly inversely correlated with global trait emotional intelligence ($r = -.23$, $p = .001$) and with two subscales of trait emotional intelligence, self-control ($r = -.25$, $p = .001$) and emotionality ($r = -.21$, $p = .001$). There was no relationship between instigation of workplace incivility and sociability.

Stepwise multiple regression analysis showed that incivility was related to lower self-control scores ($\beta = -.18$, $p = .005$), being younger ($\beta = -.18$, $p = .003$), and lower emotionality scores ($\beta = -.16$, $p = .01$). In Chapter 5, I compare results of this study to the literature, discuss the limitations of the study, and make a series of recommendations for future research. Finally, I draw conclusions and discuss implications for social change.

Interpretation of Findings

The theoretical framework for this study was emotional intelligence theory as originally defined by Salovey and Mayer and as further advanced by Goleman. Salovey and Mayer (1990) posited that noncognitive abilities, including perceiving, understanding, using, and managing emotional information are essential for effective interpersonal interaction. Similarly, Goleman (2006) contended that emotional intelligence traits, including self-awareness (i.e., being cognizant of one's own emotions and actions and how one's emotions and actions affect others), empathy (i.e., an awareness and concern for others and others' ideas, feelings, and perspectives), and relationship management (i.e., effective cooperation and collaboration to manage conflict and achieve solutions for the good of the larger group), are imperative for building and sustaining effective workplace relationships.

Results of the current study revealed a significant inverse correlation between instigation of workplace incivility and emotional intelligence. These results are consistent with emotional intelligence theory and the published literature, as detailed in Chapter 2, and as discussed below. Specifically, findings from the current study suggest that higher levels of emotional intelligence, including emotional self-awareness, perception, and management, afford emotionally intelligent individuals an ability to envision and comprehend the negative impact uncivil behavior has on workplace relationships and performance, and that this comprehension decreases instigation of workplace incivility.

Incivility researchers have shown that uncivil acts between and among colleagues are counterproductive to cultivating and sustaining effective working relationships

(Golonka & Mojsa-Kaja, 2013; Pearson & Porath, 2005; Wu et al., 2014). However, consistent with emotional intelligence theory, results of extensive empirical research have correlated emotional intelligence with positive and effective interpersonal interaction. For example, researchers have shown that emotional intelligence contributes to heightened interpersonal sensitivity, greater ability to connect and communicate effectively with coworkers, and higher quality interpersonal relationships (Amudhadevi, 2012; Chhabra & Chhabra, 2013; Gorgens-Ekermans & Brand, 2012; Hakkak et al., 2015; Khan, 2013; Moore & Mamiseishvili, 2012; Nel et al., 2013; Ng et al., 2014; Ruiz-Aranda et al., 2014).

Workplace incivility is also psychologically and psychosocially disruptive to individuals and organizations, resulting in increased stress, depression, and anxiety (Laschinger et al., 2013; Stecker & Stecker, 2014). For example, Stecker and Stecker (2014) showed that disruptive behavior, including incivility, was significantly positively correlated with an increased stress level. In addition, researchers have also shown that workplace incivility negatively impacts targets' families through decreased after work psychological detachment and increased work-to-family and family-to-work conflict (Demsky et al., 2014; Ferguson, 1012; Nicholson & Griffin, 2015; Zhou et al., 2015).

However, higher emotional intelligence levels are associated with an ability to cope with psychosocial and job-related stress and anxiety in ways that negate or minimize impact to individual and organizational outcomes, including stress, anxiety, and turnover. For example, Karimi et al. (2014) found that emotional intelligence moderated the relationship between emotional labor and job stress and emotional labor and

decreased well-being and concluded that higher emotional intelligence levels enable individuals, particularly if working in a high stress environment, to more effectively cope with emotional labor and job stress. Similarly, Bhuller et al. (2012) found that trait emotional intelligence moderated the relationship between psychological distress and life satisfaction during stressful work encounters and concluded that emotional intelligence enables more effective coping strategies.

Burnett and Pettijohn (2015) found that higher emotional intelligence levels were negatively related to perceived organizational stress and emotional exhaustion. And Gawali (2012) showed that emotionally intelligent individuals chose productive ways to cope with stressful situations (i.e., humor, acceptance, venting, emotional support, and instrument support) in contrast to individuals with lower emotional intelligence levels, who chose non-constructive coping strategies (i.e., substance abuse, behavioral disengagement, self-blame, and deviant behavior) (p. 29). Although the relationships between emotional intelligence and negative outcomes associated with incivility have not been studied, given the positive association between emotional intelligence and stress management and coping, it is reasonable to extrapolate the above findings to the management of psychological distress, stress, and anxiety associated with incivility.

Workplace incivility is also associated with a greater intention to leave the company and 12% of incivility targets actually exit the organization as a direct result of the uncivil behavior (Porath & Pearson, 2013; Welbourne et al., 2015). However, Dong et al. (2014) found that emotional intelligence buffered the relationship between unpleasant affective job experiences and job turnover. Brunetto (2012) also found that emotional

intelligence level was positively correlated with well-being and job satisfaction and negatively correlated with job turnover. More significantly, Karim et al. (2015) found that emotional intelligence buffered the negative impact between incivility and affect, job satisfaction, and turnover. Karim et al. concluded that emotional intelligence enables individuals to more easily acclimate to and cope with stressful situations (i.e., incivility) suggesting that individuals are "less likely to fall victim to peer mistreatment" (p. 31).

Targets of incivility have also reported that they are less engaged, exert less effort, work fewer hours, are less concerned about the quality of their work, and engage in fewer organizational citizenship behaviors, such as taking on additional work or helping coworkers to meet tight time lines (Chen, Kwan, Yan, & Zhou, 2013; Porath & Pearson, 2013; Sakurai & Jex, 2012). However, researchers have shown that emotional intelligence is linked to enhanced organizational citizenship behaviors, specifically altruism, helping, and civic virtues (Alfonso et al., 2016; Ng et al., 2014; Turnipseed & Vandewaa, 2012). As noted above, more effective coping skills might enable emotionally intelligent individuals to cope with incivility in ways that preserve productivity and enhance rather than impede cooperative and collaborative interaction.

Finally, organizations that fail to preempt or address incivility in their workplaces risk creating a culture of incivility where uncivil behavior becomes more widespread and can intensify and escalate to other more serious forms of interpersonal mistreatment (Andersson & Pearson, 1999; Bibi et al., 2013; Pearson et al., 2001). Currently, studies have not investigated the relationships between emotional intelligence and incivility on escalation to more serious forms of interpersonal and organizational deviance. However,

researchers have shown that emotional intelligence is positively linked to an ability to handle negative work encounters in ways that decrease counterproductive work behaviors (De Clercq et al., 2014; Greenidge & Coyne, 2014; Greenidge et al., 2014; Jung & Yoon 2012). Empirical studies are needed to investigate the utility of emotional intelligence to preempt incivility and decrease the potential for escalation to serious forms of deviance.

One finding of the current study was that incivility was related to younger age, although the sample size was small (n = 16, 6.2%). While studies specifically investigating the relationship between age and incivility have not been done, the relationship between age and emotional intelligence has been studied (Sliter, Chen, Withrow, and Sliter, 2013; Wang, Xie, & Cui, 2016), but results are inconsistent (Sliter et al., 2013). In addition, Sliter et al. (2013) noted that determining the exact relationship between age and emotional intelligence is difficult at best, given that individuals mature differently and are exposed to different opportunities and experiences across their lifetime, all of which contributes to an individualized development of emotional intelligence abilities.

However, to further explore the relationship between age and emotional intelligence, Sliter et al. (2013) investigated the relationship between emotional intelligence and age on emotional labor strategies in 519 service employees. Results showed that, controlling for positive affect, younger age was related to lower emotional intelligence level and less effective emotional labor strategies (e.g., surface-acting) compared to older individuals who used deep-acting. Similarly, Wang, Xie, and Cui (2016) showed that, among 575 students, emotional intelligence was positively correlated

with effective stress management through active coping. Given that emotional intelligence is significantly inversely correlated with instigation of workplace incivility and that younger age was related to incivility, organizations that employ younger individuals should seriously consider investing in emotional intelligence training.

Finally, although global trait emotional intelligence (Hypothesis 1) and two of the trait emotional intelligence subscales, self-control (Hypothesis 2) and emotionality (Hypothesis 3) were significantly inversely correlated with incivility, findings from the current study showed that there was no statistical relationship between sociability (Hypothesis 4) and incivility. This finding is consistent with recent findings from a meta-analysis of the Trait Emotional Intelligence Questionnaire Full Form conducted by Andrei, Siegling, Aloe, Baldaro, and Petrides, (2016), which included 18 studies and 23 independent samples (N = 4,404) (p. 271). Results confirmed that the Trait Emotional Intelligence Questionnaire Full Form predicted multiple psychological variables beyond the higher order personality dimensions (i.e., the Big Five or the Giant Three) (p. 272). However, this study also investigated the incremental validity of the subscales.

Subscale analysis showed that of the four subscales contributing to global trait emotional intelligence, well-being and self-control were the two subscales that were most predictive, and emotionality and sociability were least predictive (p. 272). Siegling, Vesely, Petrides, & Saklofske (2015) noted similar findings in a study that investigated the incremental validity of the Trait Emotional Intelligence Short Form in two separate samples (Sample 1, N = 645; Sample 2, N = 444). Specifically, results showed that wellbeing and self-control were the two subscales that were most predictive of global

trait emotional intelligence. In addition, the remaining two subscales, emotionality and sociability, had low predictive power; specifically, they were not "particularly successful in predicting construct-relevant criteria beyond the other subscales" (p. 533).

In summary, the current study extends the incivility and emotional intelligence literature by reporting on a practical strategy to minimize or mitigate incivility in the workplace. Results of the current study revealed a significant inverse correlation between emotional intelligence and instigation of workplace incivility. Although studies investigating the relationships between emotional intelligence and negative outcomes associated with incivility have not been done, results of empirical research on emotional intelligence can be extrapolated to incivility management.

For example, emotional intelligence is associated with decreased psychological distress, an ability to connect and communicate more effectively with coworkers, an ability to establish and sustain higher quality interpersonal relationships, and a greater ability to manage emotionally-charged situations. Emotional intelligence is also positively correlated with improved teamwork and productivity and negatively correlated with workplace deviance and counterproductive work behaviors. Therefore, it is conceivable that emotional self-awareness, perception, and management skills afford emotionally intelligent individuals an ability to envision and comprehend the negative ramifications of uncivil behavior on individuals and organizations.

Specifically, greater comprehension of the negative ramifications of incivility might decrease instigation of uncivil behavior in the workplace and engender more civil, respectful interpersonal interaction. In addition, emotional intelligence might buffer the

psychological distress, stress, and anxiety associated with incivility and/or equip individuals to cope with incivility in ways that preserve productivity and job satisfaction and minimize negative impact, including depression, anxiety, stress, and turnover. Finally, emotional intelligence might decrease the potential for incivility to escalate to more serious forms of individual and organizational deviance.

In the current global, highly competitive business climate, where team effectiveness and retaining talent matters, leaders have precious little time to devote to managing the negative fallout of incivility. As Porath et al. (2015) concluded, an environment of civility, in contrast to a climate of incivility, creates a respectful environment that promotes collaboration and productivity because less time and emotional energy is lost on dysfunctional relationships and counterproductive work behaviors. Results of the current study report on a strategy for preempting incivility by raising individuals' emotional intelligence level. However, as Vandewaa, Turnipseed, and Cain (2016) suggested, emotional intelligence should not be considered a "panacea" (p. 467). In a study of 137 acute-care nurses in the United States, Vandewaa et al. found that emotional intelligence modified some behaviors (e. g., conscientiousness & civic virtue) but failed to consistently impact other behaviors (e. g., sportsmanship).

Therefore, additional research is needed to (a) further explore the relationships between emotional intelligence and workplace incivility, (b) to confirm or refute the findings and the limitations of the current study, and (c) to identify additional strategies for addressing uncivil behavior in the workplace. The limitations of the current study are discussed below. In addition, this investigator makes a series of recommendations for

additional research to further explore the relationships between emotional intelligence and incivility, including investigating the relationship between emotional intelligence and instigated incivility on individual and organizational outcomes (i.e., productivity, job stress, psychological distress, job satisfaction, and job retention).

Limitations of the Study

The current study employed a series of eligibility criteria. Specifically, participants were required to be adult men and women in the United States, who were employed full time, had at least 5 years of experience in the current profession, and at least 2 years of experience at their current organization. Therefore, generalization of results of the current study is limited to individuals with a similar profile. In addition to the above eligibility criteria, the time required for participants to answer demographic questions and two surveys likely impacted the final sample size. As such, the final sample size was $N = 260$ (68%) of the planned 385.

With regard to instrumentation, the current study used self-report survey instruments that relied on participants to provide honest answers to questions about instigation of workplace incivility and trait emotional intelligence. Therefore, it is possible that participants might have underestimated their level of incivility and/or might have overestimated their level of emotional intelligence. In addition, this study used the briefer Trait Emotional Intelligence Questionnaire Short Form over the longer version. It is possible that use of the Trait Emotional Intelligence Questionnaire Full Form might have yielded different results.

In addition, this study used a trait-based survey instrument to measure emotional intelligence. Despite the years of research on emotional intelligence, experts continue to debate whether emotional intelligence is a trait, an ability, or some combination of traits and abilities. Largely because of this disagreement, there is no one measure to which all experts subscribe. However, it is recognized that, in contrast to the self-report measures used in the current study, using an ability-based instrument to measure emotional intelligence or a 360 degree assessment to measure incivility and emotional intelligence might have yielded different results.

Finally, the current study investigated the relationships between incivility and emotional intelligence. Therefore, results are limited with regard to impact on key individual and organizational outcomes. In addition, participants were recruited through the SurveyMonkey proprietary databases. SurveyMonkey, a large web-based survey recruitment firm, was selected to enable the timely recruitment of a large sample (e.g., 385 participants) and to access a large participant pool, ensuring participation by both males and females across a broad range of ages, ethnic backgrounds, industries, and professions. However, using other recruitment strategies or a variety of recruitment strategies (e.g., paper & pencil, web-based, mail, LinkedIn, Facebook) might have yielded different results.

Recommendations for Future Research

The current study used quantitative and correlational methodology. As such, all survey questions were closed-ended. Therefore, it was recognized a priori that in-depth or detailed explanatory information would not be available for the current study. However,

using a qualitative methodology, incorporating interview and/or open-ended questions, is one way to further explore the relationships between emotional intelligence and instigation of workplace incivility. Specifically, a qualitative approach to further explore the relationships between emotional intelligence and instigation of workplace incivility would provide a means to determine common themes around why individuals instigate workplace incivility. A qualitative approach would also provide a means to gain greater understanding regarding the utility of emotional intelligence in modifying or mitigating uncivil behavior.

The current study enrolled an equal number of men and women in the United States. However, participants were mostly white, older, and due to specific eligibility criteria, had tenure in their profession and at their current organization. Results of the current study showed that younger age was related to incivility; however, the sample size was small. Therefore, additional research is recommended to specifically study the relationships between emotional intelligence and instigation of workplace incivility in a more diverse population, including younger individuals, individuals of different races, individuals first entering the workforce, and in those outside the United States.

As noted in the limitations, the current study also used self-report survey instruments. One downside of self-report instruments is that researchers must rely on each respondent to answer questions completely and honestly, even in cases where one is asked about less than desirable behavior, such as instigating acts of incivility in the workplace. In addition, the current study also used a trait-based emotional intelligence measure. Further research is necessary to study the relationships between emotional

intelligence and instigation of workplace incivility by employing alternative measures, including an ability-based instrument to measure emotional intelligence or 360 degree assessments to measure both incivility and emotional intelligence. In addition, to further explore impact of emotional intelligence on instigation of incivility, a study design that incorporates measurement of instigation of workplace incivility and emotional intelligence prior to and following behavior modification (i.e., emotional intelligence training, civility training) would be useful.

The current study focused on investigating the relationships between incivility and emotional intelligence, and did not evaluate outcomes. Results showed a significantly inversely correlated relationship between instigation of workplace incivility and emotional intelligence. However, additional research is recommended to further explore the relationships between incivility and emotional intelligence on individual and organizational outcomes. Outcomes of interest to individuals and organizations would include job stress, psychological distress, job satisfaction, job retention, productivity, work-to-family and family-to-work conflict, and counterproductive work behaviors.

While results of the current research showed that emotional intelligence was significantly inversely related to instigation of workplace incivility, these results explained only 11% of the variance. Therefore, additional research is recommended to further explore the relationships between emotional intelligence and instigation of workplace incivility in an effort to explain the variance beyond what was identified in the current study. Finally, in addition to the above recommendations, two additional areas of research have emerged recently, that of spiritual intelligence and cultural intelligence. A

limited number of studies have investigated emotional, spiritual, and cultural intelligences to determine if they are independent or overlapping constructs (Crowne, 2013; Flores, Green, Duncan, & Carmody-Bubb, 2013; Kaur, 2013). Additional empirical research is recommended to further explore the relationships between emotional intelligence and spiritual and/or cultural intelligence, in general, and between emotional intelligence and instigation of workplace incivility, in particular.

Implications for Social Change

Workplace incivility was first defined by Andersson and Pearson in 1999 and therefore, it is not a new concept. Uncivil behavior in the workplace has been studied for more than a decade and results of extensive research have shown that workplace incivility is a global phenomenon, and that the behaviors that define incivility, including rudeness, demeaning others, and disrespect are increasing and prevalent across a broad range of professions and organizational levels. In addition, consequences of workplace incivility to individuals and organizations are also well documented. However, despite the plethora of research to date, very little research has explored strategies for managing uncivil behavior within business organizations. Therefore, results of this research have the potential to add to the incivility and emotional intelligence literature in general, and to the incivility research addressing mitigation techniques, in particular.

In addition, results of the current study also have social implications for organizational leaders, human resource departments, and employees. At the organizational level, leaders need to embrace an organizational culture that ensures civility and mutual respect for all employees, regardless of age, race, or hierarchical

status within the organization. Leaders also need to seriously investigate incivility incidence within their own organizations and invest in training and education, for example, emotional intelligence training, to preempt incivility. Results of empirical research have demonstrated the benefits of emotional intelligence in an organizational setting and results of the current study suggest that raising employees' emotional intelligence level has the potential to minimize or mitigate instigation of workplace incivility.

Findings from the current study also have implications for human resource departments. Human resource professionals need to work with organizational leaders to establish policies and procedures to address incivility. They need to provide employees a safe and non-threatening process for reporting incivility. In addition, human resource professionals need to develop and strictly enforce policies and procedures that detail ramifications for incivility for all employees. Specifically, organizational leaders and human resource professionals need to ensure that incivility is not overlooked or tolerated because of the perpetrator's hierarchical status within the organization, or in an employee who is otherwise a knowledgeable and talented performer.

In addition, incivility should be considered and noted on annual performance appraisals and taken into consideration when considering an individual for a promotion or determining pay increases and bonuses. Kunkel and Davidson (2014) suggested that business organizations make it a priority to include incivility in the performance appraisal. More importantly, Kunkel and Davidson also suggested that unless and until

business organizations make incivility a sanctionable offense subject to ramifications, incivility will likely continue unimpeded (p. 215).

Finally, this research has implications for individual employees. Employees also have a responsibility to the organization and its employees to conduct themselves in a civil manner and to treat one another with respect and dignity. It is the responsibility of every employee in every organization to gain an understanding of the kinds of behavior that constitute incivility, the impact of those behaviors on others with whom they work and interact, and how they can become more socially and emotionally intelligent. Every employee must assume responsibility for their own actions and commit to acting and interacting in a professional, civil, and respectful manner in the workplace.

Conclusion

The purpose of this quantitative and correlational study was to investigate the relationships between emotional intelligence and instigation of workplace incivility. The theoretical framework was emotional intelligence theory. Results of the current study showed that instigation of workplace incivility was significantly inversely correlated with global trait emotional intelligence, and with two of the trait emotional intelligence subscales, self-control and emotionality. Stepwise multiple regression analysis showed that younger age and lower levels of self-control and emotionality predicted higher levels of incivility. Findings of the current study are consistent with emotional intelligence theory and the published literature as discussed in this chapter and in Chapter 2.

The benefits of emotional intelligence in an organizational setting are well documented. Findings from the current study suggest that emotional intelligence might be a useful strategy to proactively address incivility in the workplace, thereby promoting a culture of respect and civility for all employees, regardless of age, race, gender, position, or hierarchical status. The current study focused on relationships between emotional intelligence and instigation of workplace incivility. Future research is recommended to explore the relationships between emotional intelligence and workplace incivility on key individual and organizational outcomes.

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Appendix A: Participant Cover Letter

Dear Potential Participant,

My name is Nancy Ricciotti and I am a doctoral student in the school of management at Walden University. I am conducting a research study examining interpersonal interaction in the workplace as part of the requirements of my PhD degree. Participants will be requested to provide some background information about themselves (such as age, race, gender, occupation, job position). Participants will then be asked to complete 2 surveys. The first survey includes 7 questions and the second survey includes 30 questions.

If you choose to participate in this study, please answer all questions as completely and honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. Participation is also anonymous, which means that no one (not even the researcher) will know what your answers are. No personal identifiable information (such as your name, birthdate, or contact information) will be collected for this study.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding emotional intelligence and workplace incivility.

If you require additional information or have questions, please contact me by email or at the number listed below.

Thank you for your time.

Sincerely,

Nancy Ricciotti
[redacted]

Appendix B: Eligibility Criteria

Are you currently employed? ☐ No ☐ Yes

If Yes, ☐ Part-time (35 hours/week or less) ☐ Full-time (36 hours/week or more)

How long have you been at your current company or business?

☐ 1 year, or less

☐ 2-5 years

☐ 6-9 years

☐ 10 years, or more

How long have you been in your current profession/industry/job position?

☐ 1-4 years

☐ 5-8 years

☐ 9-12 years

☐ 13 years, or more

Do you have about 35 minutes to answer some questions about yourself (such as your age, race, etc.) and to complete 2 surveys?

☐ No ☐ Yes

Appendix C: Demographic Information

1.) Which category below includes your age?

- ☐ 17 years, or younger
- ☐ 18-29 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50-59 years
- ☐ 60 years and older

2.) Race?

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Some other race, specify

3.) Gender?

- ☐ Male
- ☐ Female
- ☐ Other

4.) Profession or Occupation?

- ☐ Computer technology or computer services
- ☐ Sales & marketing
- ☐ Hospitality **(**hotel, restaurant, catering**)**
- ☐ Architecture or engineering
- ☐ Construction
- ☐ Education
- ☐ Legal
- ☐ Healthcare (medical, dental)
- ☐ Business or financial services
- ☐ Government (including military)
- ☐ Safety or security services
- ☐ Manufacturing
- ☐ Other, specify

5.) Job Title or position within organization?

- ☐ Administrative
- ☐ Staff (non-management
- ☐ Middle management (manager, supervisor, foreman)
- ☐ Senior management (owner, CEO, COO, CFO, senior director, director)
- ☐ Other professional (physician, dentist, registered nurse, lawyer, architect, engineer)
- ☐ Other, specify

Appendix D: Trait Emotional Intelligence Questionnaire Short Form

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . . 6 7
Completely Disagree — Completely Agree

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7

23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Appendix E: Instigated Workplace Incivility Scale

During the past five years, how often did you exhibit the following behaviors to someone at work:

1. Put down others or were condescending to them in some way

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

2. Paid little attention to a statement made by someone or showed little interest in their opinion

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

3. Made demeaning, rude or derogatory remarks about someone

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

4. Addressed someone in unprofessional terms, either privately or publicly

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

5. Ignored or excluded someone from professional camaraderie (e.g. social conversation)

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

6. Doubted someone's judgment in a matter over which they had responsibility

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

7. Made unwanted attempts to draw someone into a discussion of personal matters

1=hardly ever (once every few months or less), 2=rarely (about once a month), 3=sometimes (at least once a week), and 4=frequently (at least once a day)

Appendix F: Permission to use the Trait Emotional Intelligence Questionnaire

From: Nancy Ricciotti <[redacted]@waldenu.edu>
To: [redacted]@ucl.ac.uk
Date: Fri, Mar 4, 2016 at 7:10 AM
Subject: Use of TEIQue
Mailed-by: waldenu.edu

Dear Dr. [redacted]:

My name is Nancy Ricciotti and I am a doctoral student at Walden University in the School of Management. The purpose of this e-mail is to request your permission to use the Trait Emotional Intelligence Questionnaire (TEIQue) Full Form to collect data for my dissertation research project.

My research study is investigating the relationship between instigated workplace incivility and emotional intelligence. Contingent upon your approval, the TEIQue will be administered electronically.

I would be pleased to share the results of my research with you. Please feel free to contact me if you require additional information upon which to base your approval.

Thank you in advance and kind regards,

Nancy Ricciotti
[redacted]

From: [redacted]@ucl.ac.uk>
To: Nancy Ricciotti <[redacted]@waldenu.edu>
Date: Fri, Mar 4, 2016 at 9:34 AM
Subject: RE: Use of TEIQue

Dear Nancy,

Thank you for getting in touch and for your kind words. You do not need special permission to use any TEIQue instrument, provided it is for academic research purposes.

You can download the instruments directly from www.psychometriclab.com Please make sure you read the FAQ section at http://www.psychometriclab.com/Default.aspx?Content=Page&id=18. In particular, note that we do not provide free information regarding norms or free feedback reports. Norms information and reports are available for a fee. You will find additional relevant information in the links below.

http://www.psychometriclab.com/Default.aspx?Content=Page&id=14
http://www.psychometriclab.com/Default.aspx?Content=Page&id=15
http://www.psychometriclab.com/Default.aspx?Content=Links&id=19

If you plan to use the TEIQue-SF, the scoring key can be found below.

TEIQue-SF
Download the TEIQue-SF, along with the scoring key and a brief description of the instrument, from here in pdf and here in Microsoft WORD. Download the full SPSS syntax for scoring the TEIQue-SF from here. Please note that we cannot provide any advice on how to run this syntax in SPSS or other statistical software.

With respect to putting the instrument online, that is OK, provided that:
a)Include the following copyright notice:
© K V Petrides 2001 - All rights reserved.
b)Include a prominent link to the London Psychometric Laboratory
www.psychometriclab.com
c)Confirm that there will be no commercial usage of the instrument or of the data under any circumstances
d)The instrument is taken off-line as soon as the study has been completed.

Good luck with your project,

[redacted]

[redacted]

London Psychometric Laboratory (UCL)
www.psychometriclab.com

Appendix G: Permission to Use the Instigated Workplace Incivility Scale

From: Nancy Ricciotti <[redacted]@waldenu.edu>
To: [redacted]
Date: Fri, Aug 7, 2015 at 1:55 PM
Subject: Workplace Incivility Scale
Mailed-by: waldenu.edu

Dear Drs. [redacted],

My name is Nancy Ricciotti and I am a doctoral candidate at Walden University. My dissertation is exploring the relationship between emotional intelligence and instigation of workplace incivility. I intend to recruit 385 employed men and women through Survey Monkey. Participants will complete the MSCEIT to measure emotional intelligence and the Instigated Workplace Incivility Scale (WIS) to measure instigated workplace incivility.

I am contacting you to obtain permission to use the Instigated WIS (Andersson & Blau, 2005). Provided you grant me permission to use the WIS, can you please tell me how I can obtain access to the instrument?

I would be happy to answer any questions you might have.

Kind regards,

Nancy Ricciotti
[redacted]@waldenu.edu
[redacted]

From: [redacted]@temple.edu>
To: Nancy Ricciotti <[redacted]@waldenu.edu>
cc: [redacted]@temple.edu>
Date: Fri, Aug 7, 2015 at 2:49 PM
Subject: Re: Workplace Incivility Scale

Nancy, we'd be happy to have you use it in your research. That said, finding it is another question....let me check through my files. Problem is, that was 5 computers ago. I'll get back to you!

[redacted]

[redacted]
Associate Professor
Business, Society & Ethics
Fox School of Business
352 Alter Hall
Temple University
Philadelphia, PA 19122
[redacted]/

From: [redacted]@temple.edu>
To: Nancy Ricciotti <[redacted]@waldenu.edu>
cc: [redacted]@temple.edu>
Date: Fri, Aug 7, 2015 at 2:53 PM
Subject: Re: Workplace Incivility Scale

Actually, I think all of the items are included in the paper, on p. 604, Table 1.
I've attached a copy of the paper in case you don't have a copy handy!

[redacted]
Associate Professor
Business, Society & Ethics
Fox School of Business
352 Alter Hall
Temple University
Philadelphia, PA 19122
[redacted]/

Appendix H: Instigated Workplace Incivility Descriptive Statistics in Table

From: Nancy Ricciotti <[redacted]@waldenu.edu>
To: permissions@wiley.com
Date: Mon, Jun 20, 2016 at 11:51 AM
Subject: Dissertation
Mailed-by: waldenu.edu

To whom it may concern:

My name is Nancy Ricciotti and I am a PhD candidate at Walden University. My dissertation research used the Instigation of Workplace Incivility Scale. I am contacting you to seek approval to reproduce, in a table, the Instigated Workplace Incivility Scale descriptive statistics. This information is available in the following journal article:

Blau, G., & Andersson, L. (2005). Testing a measure of instigated workplace incivility. Journal of Occupational Psychology, 78, 595-614.

I am proposing to place information from Table 3, p. 606, #15, Instigated Workplace Incivility, in a table as shown below:

Descriptive Statistics for the Instigated Workplace Incivility Scale (N = 162)

Scale	Number of Items	M	SD	a
Instigated Workplace Incivility	7	1.55	0.64	.91

Note. Adapted from "Testing a measure of instigated workplace Incivility," by Gary Blau & Lynne Andersson, 2004, Journal of Occupational and Organizational Psychology, 78, p. 606. © 2005 The British Psychological Society.

Thank you for your consideration and kind regards,

Nancy Ricciotti
[redacted]@waldenu.edu

From: Wiley Global Permissions <permissions@wiley.com>
To: Nancy Ricciotti <[redacted]@waldenu.edu>
Date: Mon, Jul 4, 2016 at 4:38 AM
Subject: RE: Dissertation
Mailed-by: wiley.com Wiley Global Permissions

Dear Nancy Ricciotti,

Thank you for your email.

Permission is granted for you to use the material requested for your thesis/dissertation subject to the usual acknowledgements (author, title of material, title of book/journal, ourselves as publisher) and on the understanding that you will reapply for permission if you wish to distribute or publish your thesis/dissertation commercially. You must also duplicate the copyright notice that appears in the Wiley publication in your use of the Material; this can be found on the copyright page if the material is a book or within the article if it is a journal.

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Best wishes,

[redacted]
Permissions Assistant
John Wiley & Sons Ltd
The Atrium
Southern Gate, Chichester
West Sussex, PO19 8SQ
UK

Appendix I: Trait Emotional Intelligence Questionnaire Short Form Descriptive Statistics in Table

From: Nancy Ricciotti <[redacted]@waldenu.edu>
To: [redacted]@ucl.ac.uk>
Date: Sun, Jun 5, 2016 at 7:18 AM
Subject: TEIQue-SF
Mailed-by: waldenu.edu

Hello Dr. [redacted],

I have completed my dissertation research, which investigated the relationships between trait emotional intelligence, measured using the TEIQue-SF, and workplace incivility. I am completing my analysis now and have a question.

Where can I find the descriptive statistics for the TEIQue-SF? I have looked through the journal articles available on the website but cannot locate this information. Would you be able to provide the information? I would like to add a table to my dissertation that includes the descriptive statistics for the TEIQue-SF to show in comparison to my results.

Thank you very much!

From: [redacted]@ucl.ac.uk>
To: Nancy Ricciotti <[redacted]@waldenu.edu>
Date: Sun, Jun 5, 2016 at 12:11 PM
Subject: RE: TEIQue-SF

Dear Nancy,

Thank you for your email. Please check

Cooper, A. & Petrides, K. V. (2010). "A psychometric analysis of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) using Item Response Theory." *Journal of Personality Assessment, 92,* 449-457. [.pdf]
Also Table 3 in the attachment.

I hope this helps,
[redacted]

[redacted]
London Psychometric Laboratory (UCL)
www.psychometriclab.com

From: Nancy Ricciotti <[redacted]@waldenu.edu>
To: [redacted]@ucl.ac.uk>
Date: Sun, Jun 5, 2016 at 6:01 PM
Subject: Re: TEIQue-SF
Mailed-by: waldenu.edu

Thank you very much Dr. [redacted].

From: Nancy Ricciotti <[redacted]@waldenu.edu
To: [redacted]@gmail.com
Date: Wed, Jun 8, 2016 at 7:08 PM
Subject: TEIQue-SF Descriptive Statistics
Mailed-by: waldenu.edu

Dear Dr. [redacted],

My name is Nancy Ricciotti and I am a doctoral candidate at Walden University. I have just completed my dissertation research, which investigated the relationships between trait emotional intelligence, measured using the TEIQue-SF, and workplace incivility. I am completing my analysis now.

I would like to include a table in my dissertation that displays the descriptive statistics for the TEIQue-SF to show in comparison to my results. I am seeking your approval to reproduce, in a table, the descriptive statistics that appear in your journal article (p. 301):

Zampetakis, L. A. (2015). "Chapter 11 The Measurement of Trait Emotional Intelligence with TEIQue-SF: An Analysis Based on Unfolding Item Response Theory Models "*In* What Have We Learned? Ten Years On. Published online: 09 Mar 2015; 289-315.

Thank you and kind regards,

Nancy Ricciotti
[redacted]@waldenu.edu

On Wed, Jun 8, 2016 at 10:22 PM, [redacted] <[redacted]@gmail.com> wrote:

Dear Nancy,
Thank you for your interest in my work. I have no problem. You can reproduce the Table. However you should ask permission from the publisher that is EMERALD because I have transferred the copyrights of the paper.
Good luck with your research and your life!

All the best,
[redacted]

From: Nancy Ricciotti [mailto:[redacted]@waldenu.edu]
Sent: 09 June 2016 12:40
To: Emerald
Subject: Fwd: TEIQue-SF Descriptive Statistics

To whom it may concern:

My name is Nancy Ricciotti and I am a PhD candidate at Walden University. My dissertation research used the Trait Emotional Intelligence Questionnaire (TEIQue) Short Form. I am contacting you to seek approval to reproduce, in a table, the TEIQue Short Form descriptive statistics. This information is available in the following journal article:

Zampetakis, L. A. (2015). "Chapter 11 The Measurement of Trait Emotional Intelligence with TEIQue-SF: An Analysis Based on Unfolding Item Response Theory Models" *In* What Have We Learned? Ten Years On. Published online: 09 Mar 2015; 289-315.

I have also contacted Dr. Petrides and Dr. Zampetakis and both have given approval to reproduce this information in table format.

Thank you for your consideration and kind regards,

Nancy Ricciotti
[redacted]@waldenu.edu

From: [redacted] <[redacted]@emeraldinsight.com>
To: "[redacted]@waldenu.edu" <[redacted]@waldenu.edu>
Date: Mon, Jun 20, 2016 at 8:41 AM
Subject: FW: TEIQue-SF Descriptive Statistics
Mailed-by: emeraldinsight.com

Dear Nancy,

Thank you for your email.

Please allow me to introduce myself, my name is [redacted] and I am the Rights Executive here at Emerald.

With regards to your request, providing that the content is fully referenced and gives credit to the original publication, Emerald is happy for you to include it in your dissertation.

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I wish you the best of luck with your dissertation.

Kind Regards,

[redacted]
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